

THE
INDEPENDENT SCHOOL-DISTRICT
OF
DES MOINES (WEST SIDE).

THIRD ANNUAL REPORT

OF THE

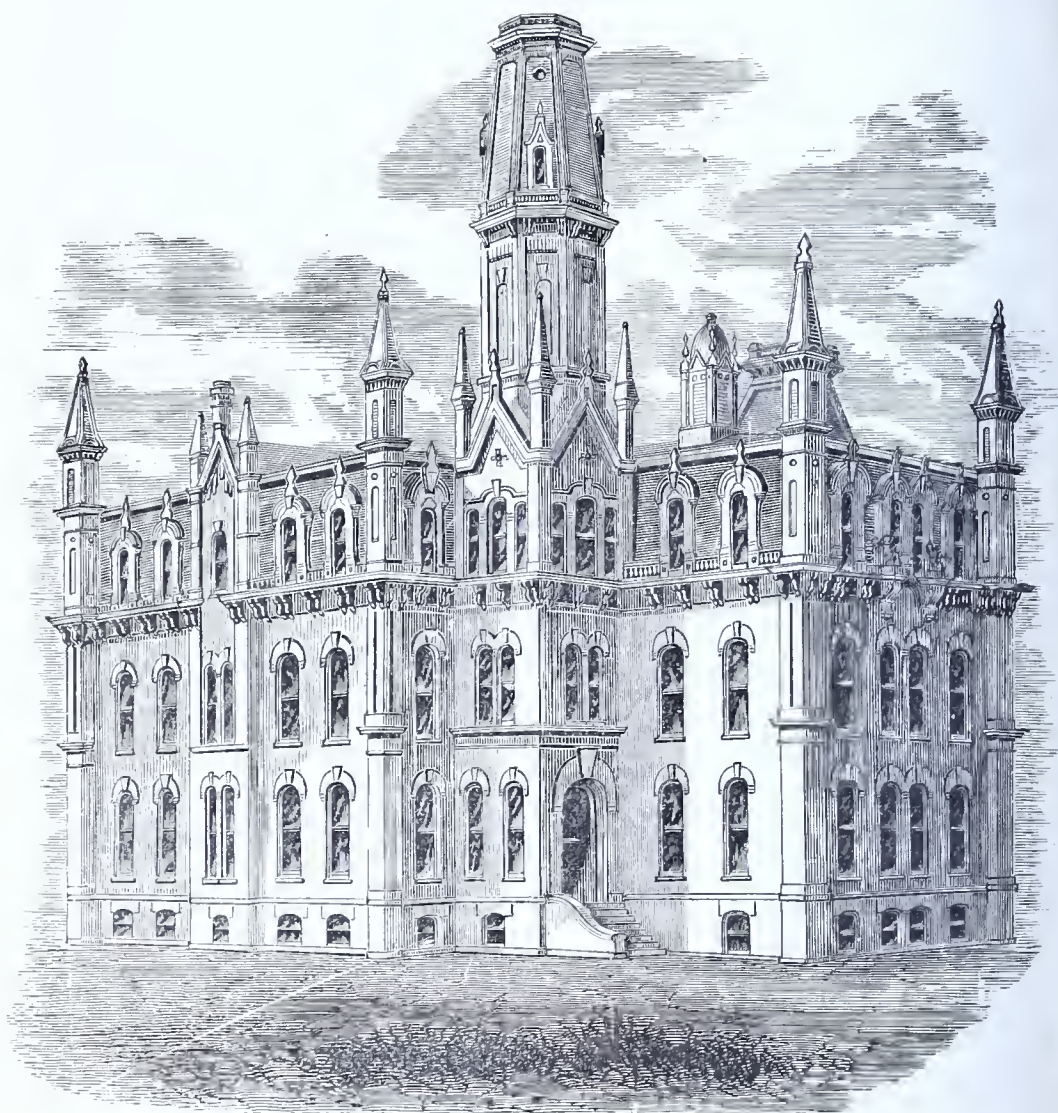
Board of Education,

FOR THE

SCHOOL YEAR ENDING SEPTEMBER 15, 1875.

PUBLISHED BY ORDER OF THE BOARD.

DES MOINES, IOWA :
CARTER, HUSSEY & CURL, PRINTERS AND BINDERS.
1875.



SECOND WARD SCHOOL HOUSE.

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<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY	1877.
G. M. HIPPEE.....	1875.
J. J. WILLIAMS... ..	1876.
FRANK BUTLER	1875.
T. P. MATHEWS.....	1876.
C. H. GATCH.	1877.

ORGANIZATION OF THE BOARD, 1874-'75.

<i>President</i>	C. A. DUDLEY.
<i>Secretary</i>	J. M. St. JOHN.
<i>Treasurer</i>	F. R. WEST.
<i>Superintendent of Instruction</i>	J. H. THOMPSON.

STANDING COMMITTEES, 1874-'75.

- Grounds, Buildings, Repairs, Fuel and Warming Buildings* — BUTLER and WILLIAMS.
- Janitors, School Furniture and Apparatus* — WILLIAMS and MATHEWS.
- Teachers, Rules and Regulations* — GATCH and HIPPEE.
- Finance and Accounts* — HIPPEE, BUTLER and DUDLEY.
- Text-Books* — MATHEWS and GATCH.
- Examination of Teachers* — C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.

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P. M. CASADY	1878.
T. P. MATHEWS	1876.
C. H. GATCH.....	1877.

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Examination of Teachers — C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.

Visiting Schools — First Ward, MATHEWS and DUDLEY.

Second Ward, HIPPEE and DUDLEY.

Third Ward, GATCH and WILLIAMS.

Fourth Ward, CASADY and MATHEWS.

High School, GATCH, WILLIAMS, CASADY, HIPPEE.

PRESIDENT'S REPORT.

The Board of Directors of the Independent School District of Des Moines, (West Side), herewith submit their third annual report of the schools of the district for the year ending September 15th, 1875.

As the accompanying report of the superintendent presents a full and detailed account of the results of the school year in that department specially entrusted to him, there remains to be furnished only a brief statement of the finances of the district and the several uses to which they have been appropriated by the board since the date of the last report.

As part of our report we add the annual statement of the board to February 15th, 1875, required by law to be submitted to the electors prior to each annual meeting of the district. This exhibits the receipts of money from all sources and also the disbursements. It also shows the recommendation by the board of the amount to be raised by the levy of 1875.

Our last annual report showed a small balance in favor of each of the three funds of the district; and including that balance the account with the several funds of the district during the year is as follows:

School house fund:

Balance cash, Sept. 15, '74.....	\$ 1,126.09
Cash from tax.....	16,962.13
Cash from bonds.....	10,425.00
By cash for school houses and sites.....	\$ 8,966.92
By cash for bonds and interest.....	16,587.37
Balance on hand.....	\$ 2,958.93

Contingent fund:

Balance cash, Sept. 15 '74....	\$ 451.46
Cash from tax.....	10,054.11
Cash from other sources.....	114.00
Deficit, Sept. 15, '75.....	1,131.36
By cash, repairs for school house.....	\$ 4,833.87
By cash, fuel.....	1,093.48
By cash, Salary Secretary.....	150.00
By cash, all other purposes.....	5,674.58

Teachers' Fund:

Balance cash, Sept. 15, '75	\$ 8,499.60
Cash from tax	17,079.52
Cash from semi-annual apportionment	4,583.04
Cash from other sources	287.50
By cash paid teachers	<u>\$ 19,106.42</u>

Balance on hand.....\$ 11,343.28

By the levy of 1874, \$16,500 was raised for the school house fund; of this amount \$7,500 was, on May 1st, used in redeeming that amount of outstanding bonds maturing April 1st, '77, and the balance of the fund is required for the interest due on the bonds of the district for the current year.

By the redemption of that amount in bonds, the total indebtedness of the district was reduced to \$ 82,500, maturing as follows:

April 1, 1877	\$ 6,500
July 1, 1878	7,500
April 1, 1879	5,500
June 1, 1880	40,000
April 1, 1881	23,000

When to this amount is added the \$10,000 in bonds voted by the district in April and issued by the board July 1, payable in ten years or at any time before, at the pleasure of the district, the total bonded indebtedness of the district is \$92,500 or an increase over that of 1874 by \$2,500.

For the ensuing year the board recommended a levy of \$34,000 to be divided among the different funds as follows:

Contingent	\$ 12,000
Teachers'	8,000
School house	14,000

And when there is added to this the special tax of \$10,000 voted by the district at its annual meeting to build a school house in fourth ward, the total levy will only exceed that of the preceding year by a little over \$400.

In some branches of expenditures, the burdens have increased and in others greatly fallen off, but on the whole estimating the natural increase in school expenses as the city advances in wealth and population and the work accomplished by the district in school house erection, the above exhibit of finances is a favorable comparison with that of previous years.

In the First Ward, the extra expenses have been limited to the building of a partition fence between our property and that of the adjoining owner on the west of us. A suitable fence both for the protection and adornment of the property of the district in this ward is required.

The large amount expended in school house repairs during the past year is due to the efforts made to comfortably heat the building in the Second Ward.

A full account of the undertaking is presented in the last annual report, and after the experience of the past severe winter as a test, it affords the board much gratification to state that from and after the holidays, the building was comfortably warmed and well ventilated.

We at first miscalculated the required capacity of the apparatus to heat the building, and when our efforts were directed to the increase of the means of generating steam, and that was secured, we had no longer any trouble in heating the building.

To accomplish this it became necessary to construct a new flue and to double the capacity of one of the boilers. If it has durability, it will be in the end an economical investment for the district, since less fuel is required than heretofore and the building can be comfortably and uniformly warmed and ventilated, thus avoiding frequent dismissals and ill health in consequence of cold and ill ventilated rooms.

In the Third Ward we have been obliged to accommodate this fall term a part of the pupils of the Fourth Ward while awaiting the completion of the new building in that ward, and besides open some new permanent rooms there for the accommodation of the pupils of this ward.

The time is not far distant when we shall have use for the heretofore unoccupied third story of our building in that ward.

The limited accommodation for the scholars of the Fourth Ward, has for some time been a serious interference with their attendance at the schools, and the necessity for more room there was urgently demanded by the people in that portion of the district. This demand was the more urgent from the fact of the prevalent belief among many that the old building was wholly unsafe for occupancy.

The board after investigating the feasibility of adding rooms to the old structure, unanimously concluded that the money of the district would be put to a better use if employed in the erection of a new building, and resolved to submit the question of raising a tax of \$10,000 by the levy of 1875, to the electors at the annual election in March.

The proposition was carried, but the board after a more careful consideration of the present and prospective wants of this portion of the district, and a further examination of plans and the cost of building, concluded that the sum voted was inadequate and that at least double that sum would be required for the erection of a building suitable to accommodate the pupils of the ward. The records of the district showed an increase of 31.4 per

cent in the school population in this ward between the years 1871 and 1874, a little more than double the increase in any other ward in the same time. To meet these demands the board submitted to the district the proposition to raise it bonds for \$10,000 which was carried by a vote of 218 for, to 95 against.

Diligent efforts were made to negotiate them at a low rate per cent but without success, but when put upon the market they were all sold however at a premium of four and one-fourth per cent.

Two sets of plans of almost equal merit were submitted to the board, in the choice of either of which the district would have secured a building both creditable and well adapted for school use. Those presented by Wm. Foster Esq., were adopted, presenting in the judgment of the board, the best elevation, the simplest and most economical interior arrangement and the best method of ventilation.

The main building is seventy-seven feet and ten inches by fifty-four feet and one inch, with two projections, one forty-one feet by fourteen feet and ten inches and the other thirty-six feet by nine feet and five inches, and a basement underneath the whole, eight feet in the clear. The lower story is fifteen and one-half feet in height and has four rooms each twenty-five by thirty feet. The second story has the same number of rooms each one-third of a foot larger each way, with ceiling three inches higher. To each room there is a wardrobe attached, and to two of the rooms in the second story there are also small recitation rooms.

To secure suitable ventilation, the smoke flues have been so placed in the center of the building as to warm two large ventilating shafts, into which by means of foul air ducts and registers in three different places in each room the foul air can be withdrawn and a constant circulation be maintained throughout the entire building. The ventilation of each room is independent and perfect in itself and can in no manner interfere with that of another.

If we have been guided by the experience and observation of others who have given the subject study and reflection as well as profit by our own experience, we have a building well ventilated and arranged for the comfort and convenience of both teacher and pupil.

The contract for the building was let in three parts as follows :

Mason work, \$11,200; Carpenter work, \$8,000; Plastering, \$1,000.

So that the appropriation made by the people is only exceeded by \$200, but if we consider the premium on the bonds sold (which may be fairly treated as a part of the appropriation), the contracts are within the sum allowed by \$225.

Thus by an increase of the bond indebtedness over that of 1874 by \$2,500, there has been added as a permanent improvement to the property of the district, a building of the value of \$20,000, which will be when completed both an ornament and substantial proof of the public spirit of the capital city of the state in providing the means for the culture and educational training of her young.

After commencing the work on the new building in this ward, the board purchased for \$2,150 the lot adjoining our school property on the west. By this purchase the district has the entire piece of ground between Sixth and Seventh streets and extending north from School street 249.4 feet, thus affording a school house site not surpassed by any other in the city.

Before definitely locating the new school house on its present site, the board caused a thorough and extended examination of the ground to be made to ascertain whether or not any trespass had been committed upon this property by those interested in the operation of a mine near the school building. That examination showed the property of the district undisturbed except a trifling amount at one point on the eastern boundary of the property.

The report of the superintendent shows that the schools have had another year of prosperity, and it is due to those who have had charge of the schools to say that this continued prosperity is the result of skillful organization and efficient work in the several school rooms.

To those portions of the report which contain suggestions for the improvement of the schools of the district, the attention of the board is called, for while we are under obligation to preserve the present high standard of excellence in our schools, we have a further duty to discharge in the thoughtful consideration of those plans which will bring the greatest and best results for the generous outlay made for their support from year to year by the people of the district.

C. A. DUDLEY,

President Board of Directors.

WEST DES MOINES SCHOOLS.

The Board of Directors of the Independent school district of West Des Moines, Iowa, submit to the electors thereof, the following statement of the receipts and disbursements of all funds of said district to February 15, 1875; and also an estimate of the several amounts which, in the judgment of the board, are necessary to maintain the schools for the next succeeding year.

Received since last report :

CONTINGENT FUND.

From levy of 1873.....	\$ 5,488.02
From levy of 1874.....	653.70
From levy of former years.....	1,389.84
From loan.....	5,000.00
From other sources.....	435.81

TEACHERS' FUND.

From levy of 1873.....	16,277.93
From levy of 1874.....	1,120.70
Semi-annual apportionment.....	4,583.04
Tuition.....	300.60

SCHOOL HOUSE FUND.

From levy of 1873.....	21,703.86
From levy of 1874.....	1,027.23

\$57,980.73

Deficiency at this date..... 3,218.53

Total.....\$61,199.26

Paid out since last report :

Bonds redeemed.....	\$ 9,000.00
Coupons paid.....	9,375.00
Teachers paid.....	18,356.65
Paid for school house site, 1st ward.....	700.00
Paid for building 1st ward school house.....	5,828.83
Furnishing same.....	409.68
Paid for lot in 4th ward.....	650.00
Paid Janitors.....	1,516.00
Paid on fuel.....	982.53
Paid on insurance.....	568.00
Paid on furnace, 2d ward.....	3,300.00
Paid water rent.....	150.00
Paid gas bills.....	132.00
Paid Treasurer's salary.....	50.00
Paid Secretary's salary.....	150.00
Paid for re-building flue, 2d ward.....	400.00
Paid for furniture, new room, 3d ward.....	153.35
Paid other contingent expenses, repairs, supplies, stationery, &c.....	2,595.35
Warrant issued for loan due April 1st, next.....	5,000.00
Deficit at last report.....	1,881.87

Total.....\$61,199.26

Liabilities to be provided for by levy of 1875:

To pay deficiency.....	\$ 3,218.53
To pay interest to March 1st, 1877.....	18,000.00
To pay teachers to March 1st, 1877.....	39,000.00
To pay sinking fund.....	14,000.00
To pay contingent expenses.....	11,000.00
Total.....	<u>\$85,218.53</u>

ASSETS.

Uncollected levy 1874.....	\$43,325.47
S. A. apportionment, estimated.....	8,000.00
To be raised by levy of 1875.....	<u>33,893.06</u>
Total.....	<u>\$85,218.53</u>

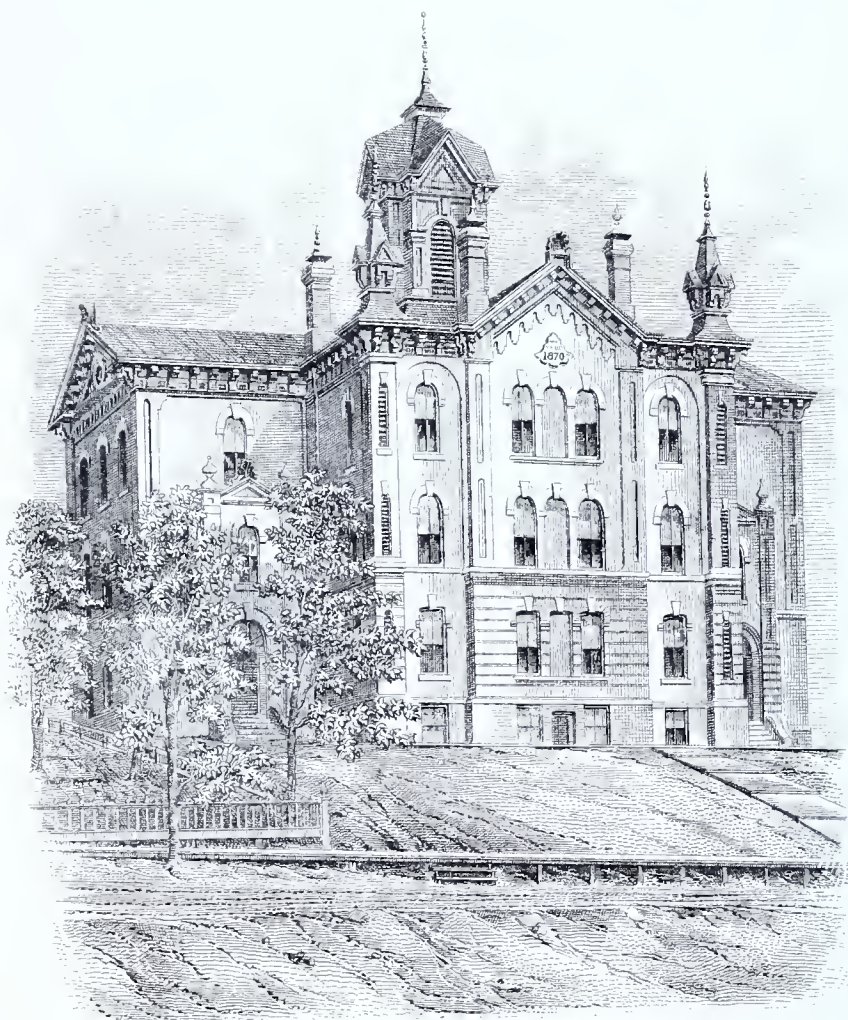
As follows:

Contingent.....	12,000.00
School house.....	14,000.00
Teachers'.....	<u>8,000.00</u>
Total.....	<u>\$34,000.00</u>

By order of the Board.

C. A. DUDLEY, President.

J. M. ST. JOHN, Secretary.



THIRD WARD SCHOOL HOUSE

REPORT OF THE SUPERINTENDENT.

To the Board of Education of the West Des Moines Public Schools.

GENTLEMEN :—I herewith submit the Third Annual Report of the schools under your care. Any system requiring as great an outlay of the people's money as the public schools, and which lies so near the welfare of the dearest objects of the people's affection, requires that a detailed statement of the outlay, and of the results obtained, should be laid before the people.

They bear the burden of taxation cheerfully, and commit the education of their children intellectually, and to a large extent morally and physically, to the care of the public schools.

A great responsibility is thus delegated to the teachers in our schools ; and it is certainly eminently proper that those who pay the bills and entrust so much, should ask, by times, whether the results are adequate to the means or not.

I submit the following figures and statements for the perusal of those who are interested. I have endeavored to set forth a truthful exhibit of the condition and workings of the schools, hoping and believing that something will be found to interest and encourage.

It is not presumed that the perusal of this Report will be satisfactory in all respects, but it is hoped enough will be seen to convince all that earnest work has been done by faithful teachers, that an honest effort has been put forth by the school authorities to make the schools the very best under the circumstances, and that steady progress has been made from year to year.

The following summaries of the work of the past year and comparative statistics are brought together for convenient reference. They are condensed mostly from tables found in other parts of the report :

Statistics.

Population of the West Side ; census of 1875.....	10,000
Enumeration of pupils between five and twenty-one.....	2,848

Whole number of pupils registered in the public schools.....	1,831
Number of weeks in school year.....	38
	1873. 1874. 1875.
Per cent of pupils enrolled on number eligible.....	64½ 64.2 64.3

Comparative Statement of Enumeration.

Enumeration of pupils in.....	1870..	2,268
Enumeration of pupils in.....	1871..	2,364
Enumeration of pupils in.....	1872..	2,534
Enumeration of pupils in.....	1873..	2,728
Enumeration of pupils in.....	1874..	2,848

School Accommodations.

Number of school buildings owned.....	4
Number of school rooms owned.....	34
Number of seats for pupils.....	1,855

Value of School Property.

Value of school sites.....	\$ 27,000
Value of school buildings.....	185,000
Value of school furniture.....	5,000
Total value of school property.....	217,000
Taxable property. {	Estimable cash value..... 6,698,432
	Assessed value..... 3,349,216
Tax for school purposes... {	Mills per dollar on cash value.... 7
	Mills per dollar on assessed value. 14
Assessment. {	For school-house and contingent fund..... 38,000
	For teachers' fund..... 9,000

Number of Schools.

High school.....	1
Grammar schools.....	9
Primary schools.....	15
Total number of schools.....	25

Teachers.

Number in the High school.....	3
Number in the Grammar schools.....	9
Number in the Primary schools.....	15
Superintendent.....	1
Total number, (Males, 4 : Females, 24).....	28

Salaries.

Of the Superintendent.....	\$ 1,800.00
Of the teachers in the High school.....	3,210.68
Of the teachers in the Grammar schools.....	6,075.00
Of the teachers in the Primary schools.....	8,404.60
Whole amount paid teachers.....	19,496.28

Times Teachers were Tardy.

	1874.	1875.
In the High school.....	0	0
In the Grammar schools.....	60	92
In the Primary schools.....	95	70
Totals.....	155	162

Pupils Registered.

	1873.	1874.	1875.
In the High school.....	135	143	107
In the Grammar schools.....	343	500	485
In the Primary schools.....	1176	1107	1239
Whole number enrolled.....	1654	1750	1831
Per cent of pupils enrolled on number eligible.....			64 3-10

The Average Number of Pupils in Daily Attendance.

In the High school.....	83.4
In the Grammar schools.....	348.5
In the Primary schools.....	665.1
Total average number.....	1097.0

Per Cent of the Average Attendance on the Enrollment in Various Cities.

DES MOINES.....	60
Jersey City.....	48
New York.....	54
Baltimore.....	54
Albany.....	54
Kansas City.....	55
Rochester.....	56
Newark.....	58
Pittsburgh.....	60
Chicago.....	61
Milwaukee.....	63
Cleveland.....	63

Number of Pupils Remaining in School at the Close of the Year.

In the High school.....	77
In the Grammar schools....	323
In the Primary schools.....	795
Whole number remaining at close of school.....	1,195
Whole number remaining at close of school, 1874.....	984

Number of Cases of Tardiness.

	1874.	1875.
In the High school.....	1247	715
In the Grammar schools.....	1542	1459
In the Primary schools.....	2852	2748
Total number of cases.....	5541	4922

Number of Pupils Promoted to Higher Classes at the Close of the Year.

In the High school.....	55
In the Grammar school.....	207
In the Primary schools.....	398
Total number promoted....	660

Number of Pupils Promoted at other times during the Year.

In the High school....	0
In the Grammar schools.....	51
In the Primary schools.....	147
Total.....	198

Grand total of promotions during the year.....	855
Grand total of promotions during 1874.....	724

Number of Pupils who failed to pass the Examination in June.

	1874.	1875.
In the High school.....	7	13
In the Grammar schools.....	52	63
In the Primary schools.....	93	83
Whole number who failed ...	152	159

Average Number of Pupils per Teacher on the Number Enrolled.

	1874.	1875.
In the High school.....	47	35
In the Grammar schools.....	55	54
In the Primary schools.....	79	82

Average Number of Pupils per Teacher on the Average Daily Attendance.

In the High school.....	28
In the Grammar schools.....	39
In the Primary schools.....	44

Ages of Pupils.

Number of pupils 5 years of age	103
Number of pupils 6 years of age	147
Number of pupils 7 years of age	255
Number of pupils 8 years of age	165
Number of pupils 9 years of age	141
Number of pupils 10 years of age	150
Number of pupils 11 years of age	114
Number of pupils 12 years of age	140
Number of pupils 13 years of age	94
Number of pupils 14 years of age	140
Number of pupils 15 years of age	77
Number of pupils 16 years of age	72
Number of pupils 17 years of age	17
Number of pupils 18 and over.....	20

Cost of Tuition per Pupil on Number Enrolled.

	1874.	1875.
In the High school.....	\$19.92	\$27.44
In the Grammar schools.....	10.79	12.52
In the primary schools.....	7.15	6.78
Average cost of tuition per pupil.....	9.73	10.64

Cost of Tuition per Pupil on Number Enrolled in Columbus, Ohio, 1874.

In High school.....	\$ 35.85
In Grammar schools.....	15.17
In Primary schools.....	7.66
Average cost per pupil.....	11.81

Comparison of the Average Daily Attendance for 1874 and 1875, Month by Month.

	1874.	1875.	Difference.
September.....	1089	1021	68 less.
October	1133	1138	5 more.
November.....	1157	1166	9 more.
December.....	1141	1215	74 more.

January.....	1106	1088	18 less.
February.....	1102	1068	34 less.
March.....	1052	1034	18 less.
April.....	951	1086	135 more.
May.....	918	1066	148 more.
June.....	825	1038	213 more.

It will be observed in the above comparison that the attendance for same months is larger in 1874 than in 1875.

The new school house in the first ward was not completed until October, consequently no school was opened in that ward until October. In the Spring months also it will be noticed the attendance was a little less in 1875 than in the same month in 1874.

During these months in 1875, the whooping-cough and measles prevailed in the primary schools. There was an unusual number of severe storms also, which combined to reduce the attendance to the number as stated above.

It will be further observed, in perusing the foregoing comparative statistics, that the number enrolled in the High school is less than the previous year. This was caused by making the tests for admission more rigorous. The object is to admit none to the privileges of the High school who are not fully prepared to grapple with the intricacies of the branches pursued there. By pursuing this course the result will be that our High school will become one not only in name but in fact.

The tables show that the cost per pupil in the High school is some increased over the previous year. This is owing to the fact that an additional teacher was employed in the High school during the last year, relieving the Superintendent from teaching any regular classes there.

The schools having increased and continuing to increase so rapidly the Board deemed it for the best interest of the schools that the Superintendent's time be entirely employed in superintending and examining the schools.

On some account, the schools during the year just closed, have never run more smoothly or harmoniously.

The comparative tables show that in almost every essential feature there is a wholesome improvement.

It is a matter of congratulation that the discipline of the schools has much improved. Very few cases of corporal punishment have occurred. The cases of discipline requiring the attention of the Superintendent can almost be numbered on the fingers of a hand.

This may have resulted in part from the fact that the Superintendent, not being confined to any particular room, could be more nearly every where present.

"An ounce of preventive is worth a pound of cure."

In the Des Moines schools, and in most of the graded schools of the country, the course of study requires twelve years for its completion. This time is divided into three equal divisions.

The first four years belong to the primary schools ; the second four years, to the grammar schools ; the last four to the High school. Each of these requires four years for the average pupil to pass through.

In the Primary grades almost the same studies are pursued as in the Grammar grades ; viz., spelling, reading, writing, numbers or arithmetic, language lessons or grammar, geography, music, drawing, and in the Grammar grades, U. S. History.

There is this difference between the Primary and Grammar grades : there is no text book used in the Primary grades except the speller and reader.

The theory is that most of the faculties of the mind develop in a phalanx.

The child is as well prepared to take simple lessons in numbers, geography or language as he is for reading, spelling or writing. This method gives a pupil, who has been so trained, a great advantage when he comes to take a text book on those branches and begins to study their obstrusities. The branches pursued in the High school may be seen in the course of study appended to this report.

Remarks.

In a previous Report I have briefly described the methods employed in our schools, in teaching the various branches. It does not seem necessary to report them here.

During the year just ended none of the branches enumerated in the prescribed course of study have been omitted or slighted. The method heretofore adopted and described seems now to be well understood by most of our teachers, and to be executed in such a manner as to employ their excellencies, and at the same time not interfere with the individuality of the teacher. No attempt has been made by the Board or Superintendent to confine the teachers to the minutia of particular methods. To do so would have the effect to reduce the teacher to a mere machine, a consummation greatly to be depreciated.

The course of study has remained the same as was previously adopted, with the exceptions that in the first year of the High school course Book-Keeping was introduced, and in the last year of the same, Zoology was substituted for Kames' Elements of Criticism.

The course of study in the High school is a very practical one, and well suited, as experience has demonstrated, to the wishes and requirements

of seventy-five per cent. of those in the High school, or those who will probably enter.

But it is not well arranged in some respects to the wishes of those parents who desire their children to prepare to enter a College or University.

There seems a growing desire on the part of parents to fit their children for College, and at the same time keep them at home. For the accommodation of these it would seem advisable for the Board to arrange another course of study which might be called a Classical Course, in which could be introduced higher Latin and German, and some of the Practical Sciences omitted.

Of course this arrangement would necessitate the employment of an additional teacher, as the practical course now adopted would require all the time of the teachers now employed.

The course of study for the District schools has been slightly modified by the introduction of one or two books of Hooker's Natural History series, in the intermediate grades. These are intended to supplement but not to displace the text-book on reading. In some cases a class in the second or third reader completes the book before it is convenient to promote the class; the little book on Natural History is then used as a reading book. The plan has increased the interest in reading on the part of both teachers and pupils.

In western towns and cities especially, where the population aggregates so rapidly, the crying complaint is, a want of commodious and convenient school accommodations.

In West Des Moines it should be a matter of pride to the people who have voted the means, and to the School Board who have so judiciously employed it, that not only is the city well provided for the present, but the need of several years to come is anticipated. The Board now have four comparatively new buildings, constructed after the most approved models. If, as is generally asserted, the enterprisc and intelligence of a community are indicated by the provisions for moral and intellectual culture, then West Des Moines has given the strongest proofs of the possession of those virtues.

Industrial Exposition and Drawing.

The first term of our schools has usually closed with a reunion and literary exercises; the second term with a public, oral examination; the third with the annual test examination for promotion, and the graduating exercises of the High School.

The past year the first Industrial Exposition of school handiwork, held under the Iowa school law recently passed, was substituted for the reunion at the close of the first term.

The Exposition was much more of a success than had been anticipated. The exact number of articles exhibited is not known — probably more than one thousand. They included almost everything that can be hewn, whittled, kneaded or sewn. Many of the articles were extremely well manufactured, and some represented the labor of months. Others were rudely constructed, but evinced good constructive talent.

The exhibition occupied but one day, the forenoon in arranging the articles, and the afternoon in their inspection by committees and visitors. The time was much too short for either their arrangement or inspection.

During the afternoon fully a thousand spectators visited the High school room in which the articles were displayed.

The construction of these articles did not seem to interfere in the least with the regular school work.

They were all made during leisure hours — evenings and Saturdays.

The statement in the orthodox couplet that

"Satan finds some mischief still,
For idle hands to do,"

was rendered useless, for the little hands were neither still nor idle.

It is hoped in the future, if other expositions are held, the Board will allow more time to display and examine the articles.

During the past year the schools have been devoting a short time every day to easy drawing lessons.

These lessons were arranged in a graded series and given to the teachers at the fortnightly teachers' meeting, by the superintendent.

Several hundred specimens of these drawings, executed by the pupils, were exhibited at the industrial exhibition.

The interest has been well sustained in this work, and the teachers have seemed to take real pleasure in reproducing the lesson given them. The importance of cultivating the *sixth* sense, the hand, was briefly set forth in my last report, both as regards its use in the mechanical arts, and its benefits as a means of culture.

At the first Universal Exposition, held in 1851, England made the humiliating discovery that she was behind all the other civilized powers of the globe, except the United States, in the fine and industrial arts. She immediately set to work to win a supremacy by introducing drawing into all her schools, and organizing schools of art, and offering prizes for meritorious productions, until now England has some of the most famous Art schools as well as Art galleries in the world.

The United States must profit by her example if she ever expects to get beyond the place now occupied, viz., the foot of the class of civilized nations in the matter of fine arts and artisans.

The High School.

The full time of three teachers was employed in the High school during the year. Miss Hannah Scott, formerly of the High school at Mattoon, Illinois, was the second assistant until the spring term, at which time her health failed and she resigned.

Mr. H. E. Wright was elected to the vacancy for the remainder of the year.

The most important change in the High school was the purchase of chemical apparatus, and also a modification in the manner of teaching the subject. Tables are now fitted up after the most approved style, with places for a dozen students to manipulate at the same time. Lessons are now given daily in analytical chemistry.

A new enthusiasm pervades both pupils and instructor.

There is great need of philosophical apparatus in our High school.

We have nothing save an air pump and a few articles constructed by the pupils and their teachers.

A museum containing specimens for illustrations in Geology and Zoology is much needed. A few hundred dollars could be wisely and profitably spent in furnishing our High school with these needed appliances.

During the year the alumni of our High school formed an Alumni Association, electing officers and arranging a programme for the next meeting, which occurs during the holidays. The object of this association is a most worthy one—that of literary culture and keeping bright the remembrances of the past.

Some of these alumni have been employed as teachers in our schools, and have given excellent satisfaction.

The Board would do well, in case it seems advisable to select inexperienced teachers, or those with small experience, to select from the graduates of our own school. Others of these alumni have engaged in teaching with good success, while still others are students in the different colleges of the country, and by report are maintaining an equality with those from other schools and seminaries.

STATISTICS OF THE HIGH SCHOOL.

NUMBER OF TEACHERS EMPLOYED.

Male.....	1
Female.....	2

NUMBER OF PUPILS ENROLLED.

Male.....	54
Female.....	53
Total... ..	107

NUMBER ADVANCED TO NEXT GRADE FROM FINAL EXAMINATION.

First Class.....	13
Second Class.....	16
Junior Class.....	14
Senior Class.....	10
Total.....	53

TEXT-BOOKS, AND NUMBER IN EACH STUDY — MATHEMATICS.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Arithmetic.....	36	White and Ray.
Algebra.....	52	Ray.
Book-keeping	25	Bryant and Stratton.
Geometry.....	40	Davies.
Trigonometry.....	17	Davies.

NATURAL SCIENCE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Physics.....	18	Norton.
Chemistry.....	13	Youmans.
Astronomy	14	Burrill.
Physiology.....	25	Brown.
Botany.....	18	Gray.
Zoology.....	14	Agassiz.

LANGUAGE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
English Grammar	28	Harvey.
Latin.....	25	Arnold.
Cæsar.....	12	Arnold.
Virgil.....	8	Chase.
English Literature.....	16	Hart.
Mental Science.....	12	Wayland.
Rhetoric.....	16	Day.
General History.....	25	Anderson.

GRADUATES OF 1875.

Lizzie Blanchard.
James Edwards.
Ella Skinner.
Ida Weaver.
Mollie E. Hatch.

Will. Colton.
Ella Reinking.
Ella Morrison.
Thos. A. Morrison.
Jane Hall.

Graduating Exercises of the Class of 1875.

PROGRAMME:

MUSIC.	
Prayer	Rev. T. S. Berry.
MUSIC.	
Salutatory Address — "Modern Times"	Will Colton.
Essay — "Honesty"	Jane Hall.
Oration — "Murmurings of the Sea"	Ella Reinking.
Oration — "Nothing Is but What Is Not"	Ella Skinner.
MUSIC.	
Essay — "Rocks"	James Edwards.
Essay — "Success"	Ella Morrison.
Oration — "Wired"	Mollie E. Hatch.
MUSIC.	
Essay — "Quid Rides?"	Thos. A. Morrison.
Oration — "Night Brings Out the Stars"	Ida Weaver.
Valedictory Address	Lizzie Blanchard.
MUSIC.	
Conferring Diplomas	C. A. Dudley,

President of Board of Education.

BENEDICTION.

Table of Graduates.

TOTAL BY CLASSES.			
<i>Years.</i>	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
1868	1	3	4
1871	0	3	3
1872	0	6	6
1873	4	9	13
1874	7	12	19
1875	3	7	10
Total	14	40	54

Catalogue of Students Admitted upon Examination.

BOYS.

Ellis Pierce.	Douglass Merritt.
Albert Roberts.	Volney Pattee.
George Howell.	Frank Crandall.
John Murphy.	Charles Taylor.
Robert Coskery.	Willie Morris.
Charley Sherman.	George Hippee.
Frank Perkins.	Morris Clement.
Eddie Finch.	James Tuttle.
Richard Lowe.	Walter Parker.

GIRLS.

Nellie Lee.
Katie McDowell.
Cora Beach.
Jennie Edwards.
Dora Jack.
May Easton.
Emma Reel.
Jennie Otis.
Flora Henry.
Lillie Frisbie.
Matie Babbitt.
Jennie Bartz.
Ella Kenneday.

Carrie Laird.
Ella Sutton.
Ida Griffiths.
Nellie Harman.
Lena Reinig.
Hattie Edwards.
Lizzie Sprague.
Emily Crow.
Jennie Mayne.
Linnie Dunkle.
Genie Given.
Callie Smith.
Sadie Lunt.

Teachers.

It gives me pleasure to bear witness to the efficiency and faithfulness of our corps of teachers as a body. Many of our teachers exhibit marked ability and tact in managing and teaching their schools.

It should remain the policy of the Board in selecting new teachers to secure those competent and experienced, or at least those who have enough experience to insure a strong probability that they are already equal to the position, or that their moral ambition and intellect will soon raise them to a full competency.

It is no easy matter to control and at the same time to teach fifty little men and women. When we consider the variety of temperament, the difference in home training, or the entire lack of it, and the crude notions that many parents entertain and often inculcate concerning school management, we are led to wonder that teachers succeed as well as they do, and that so many pupils grow up virtuous and manly.

The home training of children has much to do with the success of the teacher in managing her school. There is seldom any difficulty in controlling those children who are brought under wholesome restraint at home. Nearly all the trouble in school is caused by those who are left to the teachings of the street; whose wills know no restraint save that of the police or the muscular arm of a stronger enemy. From the action of many parents, as well as teachers, one would be led to believe that there is no such thing as method in training the young.

Punishments are inflicted according to the caprice or temper of the parent or teacher, without regard to the magnitude or kind of offence of the child.

One is reminded of the clown who came upon the stage with a bundle of papers under each arm. On being asked what the papers under one arm contained, he replied "orders." To the same question as to the contents of the papers under the other arm he replied as promptly "counter orders." So it happens that many in training the young, give orders only to contradict them, or threaten, never to perform. A child brought up under such a non-method until he is of school age has a mind in no condition to submit to either persuasion or threats. Children find themselves in the world without foreknowledge or consent. Their education begins at once. Three baths a day, Soap in their eyes, trickling streams of water in their ears, and catnip tea pouring down their throats, form a part of the growing delights of childhood. Soon follow paregoric and pins. First a dose then a trot; another spoonful and another trot, said jounces calling forth energetic expressions of internal agitations.

They are taken from their syrupy sleep and instantly taken to the blinding light and pinched and squeezed and declared to be the very image of whatever relative happens to be nearest, whether they are as beautiful as the Queen of Scotts or as ugly as Dr. Johnson or Goldsmith. Then follows a tumult of kisses from snuff-takers and smokers and children whose lips are smeared with molasses candy. By turns they are seized with croup and teething, and there are sounds of infancy by night. Visions of dolls and hobby-horses flit through their brains in restless slumber.

While hands and feet are so busy the brain is no less so. A thousand questions arise in their minds and pour forth from their mouths, for which they are called inquisitive. If their curiosity should lead them into bureau drawers and closets they are soundly boxed, when it is all the fault of their Maker for creating them with so little knowledge and at the same time giving them such a thirst for it. School days come on apace. Bunches of rods flit before their eyes and sometimes buzz about their ears. In their brains must be built up continents, a part of which may often be found on their faces. There must be room also for briny oceans, though their hearts beat so forcibly as to splash a few salty drops in their eyes, betimes.

They are soon taught to carry one for every ten, but the schoolboy's pocket usually shows it is easier for him to carry ten in every one and have a remainder besides.

Say ye that childhood is a time of ease, or that it is an easy matter to train children? The common opinion that any one will do for a primary teacher is a great mistake.

Go into an apple orchard in the fall. Those apples within reach of a child hang from those slender and graceful limbs which bear the largest

and ripest fruit. Those branches that are stiff and unbending and beyond the reach of a child, contain only small and indifferent fruit. The primary teacher must be the most yielding and flexible in her disposition, bending down to the level of child nature; inviting the little one to look up and reach up and pluck the rich clusters overhead.

Criticisms and Directions.

1. Teachers should remember to begin the year as they intend to end it. That teaching does not avail much which neglects close drills in the former part of the year expecting to make it up by extra effort just before examinations. A class may be made to appear fairly by this manner of teaching or stuffing, but they will always resemble the hot house plant, lacking the vigor and ruggedness of those who have been drilled daily on principles rather than on rules.

Simply hearing lessons is not teaching. Pupils must not only know a thing, but they must know that they know it. They must be able to defend their positions and statements. The teacher must assume the role of a doubter, and require the pupil to clear up those doubts. One is never certain a pupil understands a subject until he can tell it.

2. There are some teachers who seem to labor for nothing but promotions. Scarcely any other incentive is ever applied than this one. This gives a very narrow motive to study. It has a cringing effect on both pupils and teacher. The teacher who does her duty daily, will have no need to fear when the trial of fitness for promotion comes. Boards of Education and Superintendents should not judge teachers simply by the number of promotions made, but rather by the thoroughness of the daily work and the independent scholarship of the pupils. Teach subjects and principles and the promotions will take care of themselves.

3. Scarcely anything is more important to the teacher than the power of holding the attention of pupils. It is a test almost of the good teacher. The teacher should never proceed until she has secured it. Attention is not always teaching, but it is that without which there can be no successful teaching. A young minister consulted a Quaker friend concerning what he supposed a "call to preach." After hearing the young man through, he quietly asked whether he noticed his audience had any call to *listen to him* or not. The teacher who has the magnetism to hold the attention of a class has one of the first elements of success.

4. Some teachers fail by talking too much. By pouring forth a volume of words into the ears of pupils, their minds become confused. Nothing is left clear and pointed. It requires skill to know just when to stop. To

tumble a basket of grapes upon one's head would ill serve the wants of the palate, while to hand a few choice bunches would allow leisure and opportunity for enjoyment and "inwardly digesting." Don't preach.

5. In reading, especially in primary grades, a part of each recitation should be taken to explain the meaning of words and sentences in the succeeding lesson. It should be understood that pupils are unfit to begin to read until they understand something nearly the meaning of what they are to read. One of the most important things to be taught to children is how to study. Children are not only barren of words but barren of ideas. They must be taught how to acquire these. The following order is recommended for studying reading lessons: 1st. Look out the pronunciation of words; 2nd. Study the meaning of the piece; 3rd. Study the best expression of the piece. Teachers should remember that concert reading or exercises are nearly worthless for tests of individual scholarship. They may be used to keep the attention or to inspire enthusiasm, but individuals can only be examined individually.

6. Some teachers have a habit of discouraging pupils. They are continually informed that they are dull that they are not making progress, that they should be in a lower class, etc. Others have a habit of scolding continually, supposing that by this means they inspire the pupils to diligence and thoughtfulness. These are great mistakes and faults. Pupils should be commended, and almost never scolded.

7. Many teachers are very unskillful in the art of questioning. Teachers may so frame the question as to contain a hint of the answer, or they may indicate by a tone of the voice, shake of the head, or shrug of the shoulders whether the pupil is right as far as he has gone or not. Pupils soon learn to expect these props, and find themselves directly unable to proceed at all without these gentle hints. Such teaching is despicable; for pupils think themselves well versed in a subject when really they know nothing of it at all independently.

The following directions may assist those who have not a method already formed:

Always use the answer obtained from the pupil in forming your next question. The teacher cannot know what question he is going to ask unless it be the first one, for after that he should be guided by the answers received. It is not meant that the teacher should not have an outline in his mind, for he should. Do not ask direct questions or those that contain or hint at the answer. If a pupil makes an incorrect answer do not generally tell him so, but question him right on until he sees his error. Never indicate to a pupil that he is wrong by emphasis or putting the opposite

idea in a question and giving it the circumflex. Do not use the same form of question continually. Children will soon see you are a mere machine, which works by a kind of crank. Repeat the question in a new form if it cannot be answered.

Teachers should ask questions rapidly so that there should be no dropping down of interest in the class; for if the teacher is too slow the interest will leak out as fast as it is created. One can dip up considerable water in a sieve if he does it rapidly, if too slowly nothing remains.

The intelligent teacher watches his class closely and if he is not holding the attention of every one, he knows it, and at once changes his tactics or increases his earnestness so as to restore the necessary warmth.

Public School System.

There have always been those who opposed the free school system; just as there have been some who opposed the Republican government, or the Christian church. The great majority of the intelligent people of the country, however, recognizing the great and permanent benefits of the system, are strong and active friends of the same; voluntarily taxing themselves to build and furnish costly school houses and pay teachers.

That the estimation of the latter is the more rational must be at once evident when we reflect that the material prosperity of our country, its mighty physical energies, seen in its long lines of railroads and its great cities, are the product of cultivated intelligence. If we remember that "it is educated mind that has transformed this whole land from its primitive wildness into the beautiful homes of a happy people; that the steam engine which whirls thousands safely across the prairies and around the hills, belting the continent, was once only a dim idea in the mind of a practical thinker; and that the telegraph, those nerves which radiate from the brain centers of civilization, was once only a thought of an educated mind, then it is that we realize there is something mightier than steam or the electric fluid, and that the public schools form a part of those batteries which evolve the forces of civilization."

Intelligent thought has sent a million shuttles in motion weaving fabrics of beauty and use. It has performed the miracle of walking upon the sea, of flying through the air, of determining the physical composition of the sun and stars, it has ransacked the "pockets of nature" and brought forth the parchments on which the great thoughts of God are inscribed. It is educated intellect that rules in every civilized land.

The Swiss Cantons, sandwiched for decades between two hungry monarchies, still maintain their independence, because education is the rule. If the few are educated, and the many are ignorant, the former always rule the latter.

Cæsar was the polished scholar as well as the bold commander.

In our own times we have seen that it is the intellectual giants of Germany that rule the consolidated Empire, and who directed the forces that gained their dashing victories. When a people have become educated, it will not do to slacken effort. The same forces that developed the powers must remain constant. Minds unexercised drop back to barbarism.

Educational effort such as is put forth in the public schools of the land constitutes the trellises which are to hold up the clasping tendrils of intelligence into the sunlight of sympathy and truth. This intelligence unaided, unstimulated, though there might be "mute inglorious Miltons," would, like the unsupported vine, fall to the ground and clasp the clods and mould and things of decay.

We have faith to believe the public schools, like a mighty arch, will only stand the firmer from the weight of opposition which they sustain.

Having made the foregoing presentation of the condition and workings of the public schools, it is respectfully submitted.

J. H. THOMPSON,
Superintendent.

STATISTICAL TABLES.

TABLE I.

Showing the number enrolled, number examined for promotion, number who passed, number who failed, per cent of failures, whole number promoted, number not absent or tardy, number not absent, number not tardy, number not tardy or absent from time of entering school, number not absent more than one day, number not tardy but once, and average age.

SCHOOL AND TEACHER.	Number enrolled.	Boys.	Girls.	No. examined at end of the year	No. who passed.	No. who failed.	Per centage of failures on number examined.	No. promoted at other times.	Whole No. promoted.	No. not absent or tardy during the year.	No. not absent during the year.	No. not tardy during the year.	No. not absent nor tardy from entering.	No. not absent more than one day.	No. not tardy more than once.	Average age.
High School.....	107	54	53	68	55	13	19	0	55	0	0	0	0	0	0	16

FIRST WARD.

No. 1, Miss McHenry.	64	33	31	15	11	4	26	2	13	1	7	3	2	0	2	7½
No. 2, Mr. Robinson.	72	22	20	13	11	2	15.3	0	11	0	0	10	0	0	0	14½
Total.....	106	55	51	28	22	6	21	2	24	1	7	13	2	0	2	....

SECOND WARD.

No. 1, Miss Mathews.	150	73	77	41	36	5	12	2	38	0	0	7	0	1	5	6
No. 2, Miss Scott....	96	45	51	53	46	7	13	15	61	0	1	12	0	1	20	8¼
No. 3, Miss White	70	40	30	44	38	6	13.4	0	38	0	0	9	0	1	5	9.3
No. 4, Miss Morse....	83	51	32	46	41	6	10.9	1	42	0	1	9	1	1	12	10.4
No. 5, Miss Glisan...	74	40	34	48	31	17	35	0	31	0	1	19	6	6	24	11.1
No. 6, Miss Coffin....	56	22	34	40	30	10	25	0	30	1	0	0	0	1	1	12.7
No. 7, Miss Glisan....	69	34	35	36	25	11	30.1	0	25	1	2	23	0	2	7	13.2
No. 8, Miss Willsie. .	48	16	32	24	18	6	25	0	18	1	1	4	0	0	0	14.1
No. 9, Miss Garfield..	48	13	35	32	11	21	65	0	11	0	0	7	1	4	4	15.1
Total	694	334	360	364	276	88	25.1	18	294	3	6	90	8	25	78	....

THIRD WARD.

No. 1, Miss McManima	148	85	63	18	16	2	11	21	37	0	0	0	0	0	0	6.4
No. 2, Miss Mathews..	75	35	40	32	28	4	12	3	58	0	0	16	6	15	20	7.8
No. 3, Miss Holland..	53	20	33	38	23	13	34	20	45	0	0	25	0	2	7	8.8
No. 4, Miss Little...	67	39	28	33	30	3	9	0	39	0	0	3	0	1	10	10.2
No. 5, Miss Flanders..	62	26	36	37	27	10	27	0	27	1	1	10	2	1	2	11½
No. 6, Miss Farmer...	63	27	36	19	16	3	15.7	42	58	0	0	5	0	0	8	12.8
No. 7, Mrs. Clark....	54	26	28	37	31	6	15	0	31	0	0	27	0	0	1	...
No. 8, Mrs. Buckland.	63	19	44	34	31	3	8.8	0	31	0	0	0	0	0	0	15
No. 9, Mrs. Wilson...	45	24	21	27	20	7	11.1	0	20	6	6	15	0	0	1	14.8
Total.....	630	301	329	275	224	60	21.1	86	337	7	7	101	8	19	49	....

FOURTH WARD.

No. 1, Miss Berger...	106	63	43	0	0	0	0	35	35	0	0	0	0	0	0	6.9
No. 2, Miss Williams..	62	35	27	43	42	1	5.8	2	44	1	0	0	0	1	0	8.6
No. 3, Miss Edwards..	61	31	30	17	14	3	17.6	26	40	1	0	12	0	0	0	10.6
No. 4, Mr. King.....	55	18	37	28	27	1	3½	19	47	0	0	5	0	0	0	11.9
Total.....	284	147	137	88	83	5	5.6	82	166	2	0	17	0	1	6	....

TABLE II.

Showing the number enrolled, average number belonging, average daily attendance, days of absence, tardinesses, number neither absent nor tardy, per cent of punctuality, per cent of attendance, and cases of truancy for each month of the year.

SCHOOL.	Enrolled.	Average number belonging.	Average daily attendance.	Days of absence.	Number of tardinesses.	Number neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.
SEPTEMBER.									
High School.....	100	98	93.4	80	34	31	98.3	95.3	4
First Ward.....	No school this month	408.5	376.6	444	57	197	99.5	91.8	13
Second Ward.....	460	410.9	380.5	621	120	127	99.1	92.6	4
Third Ward.....	430	210	185.3	170.4	68	64	98.7	92	3
Fourth Ward.....	210			291.5					
Total.....	1100	1004.7	927.5	1256.5	254	388	99.1	92.1	20
OCTOBER.									
High School....	96	92.5	87	117	38	28	98.3	94	9
First Ward.....	72	60.5	52.1	62	14	33	98.6	91.5	1
Second Ward....	480	452.3	422	661	140	161	98.9	93.9	2
Third Ward.....	448	425.9	399.1	512.1	80	179	99.3	94	13
Fourth Ward....	207	196.6	178	354	76	61	98.7	90.8	1
Total....	1207	1135.3	1051.2	1589.1	310	434	99	92.5	17
NOVEMBER.									
High School.....	94	91.2	87	72	47	28	98.6	95.4	5
First Ward.....	92	85.6	72	245	84	8	96.4	84.2	0
Second Ward.....	492	456.2	414.8	729.5	194	130	98.3	92	4
Third Ward.....	464	438.3	407	559	76	206	99.4	93.2	1
Fourth Ward....	216	200	183.2	303.9	80	60	98.5	91.2	2
Total.....	1264	1180.1	1077	1837.4	1134	394	98.1	90.2	7
DECEMBER.									
High School.....	99	95.9	91	99	68	21	98.1	94.9	6
First Ward.....	99	87.2	77.6	182.4	54	13	97.7	86.5	10
Second Ward.....	498	465.3	425	791	216	142	98.1	91.9	6
Third Ward.....	464	451.6	424	509	100	198	99.1	95.1	1
Fourth Ward....	209	199.2	177.7	408	97	47	98.3	89.2	0
Total....	1270	1203.3	1104.3	1890.4	464	400	98.3	90.7	17
JANUARY.									
High School.....	95	93.2	90.8	48	92	26	97.4	97.4	0
First Ward.....	81	68	53.3	300	73	10	96.4	80.7	1
Second Ward.....	516	443.5	389.5	947.5	326	73	97.8	87.3	7
Third Ward.....	467	430.3	381	941	131	97	98.2	80.5	4
Fourth Ward....	202	170.4	169.4	396	147	21	97.6	89.6	2
Total.....	1266	1132.2	993.2	2584.5	677	201	97.5	86.8	14

TABLE II. — CONTINUED.

SCHOOL.	Enrolled.	Average number belonging.	Average daily attendance.	Days of absence.	Number of tardinesses.	Number neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.
FEBRUARY.									
High School.....	93	90.8	87.8	62	114	22	96.7	96.6	0
First Ward.....	89	73.4	56	330.6	76	6	94.3	77.4	4
Second Ward.....	488	439	376.4	1196	302	66	98.1	86.3	3
Third Ward.....	460	441.9	395.9	999	125	86	98.9	92.2	2
Fourth Ward.....	202	176	157.6	481	102	27	97.9	96.7	0
Total.....	1239	1130.3	979.9	3006.6	605	185	97.3	88.1	9
MARCH.									
High School.....	93	92	87.1	98	122	25	96.5	94.6	0
First Ward.....	72	55.6	43	252	46	5	97.2	79.1	3
Second Ward.....	486	437.9	385.7	1057.5	162	98	98.8	90.2	2
Third Ward.....	443	411.9	361.6	740	97	121	99.3	90.4	0
Fourth Ward.....	202	181.1	156.6	475	65	28	99	87.1	1
Total.....	1203	1081.3	941.9	2518.5	220	252	98.5	86.6	6
APRIL									
High School.....	81	80	75.2	96	56	17	97.7	94	0
First Ward.....	82	66.7	51.5	304	60	11	97.8	78.7	0
Second Ward.....	501	457.5	422	698.1	158	162	99	93.2	4
Third Ward.....	466	429.7	351.7	838	90	144	98.4	88	3
Fourth Ward.....	237	209.1	185.5	364.5	78	49	98.8	89.7	2
Total.....	1286	1253.1	1010.7	2204.6	386	366	98.5	87.4	9
MAY.									
High School.....	76	70.4	67.1	66	118	8	95.6	95.3	4
First Ward.....	75	64.9	50.1	296	67	1	96.1	73.3	4
Second Ward.....	493	446.4	404.4	942	220	65	98.5	89.5	8
Third Ward.....	446	429.7	351.7	830	90	144	98.4	88	2
Fourth Ward.....	234	209.1	185.5	364.5	78	49	98.8	89.7	3
Total.....	1251	1150.1	887.7	2432.5	455	259	98	85.1	17
JUNE — HALF MONTH.									
High School.....	77	73	68	32	26	25	97.6	93.1	0
First Ward.....	74	66.4	53.1	135	34	14	96.7	79.8	0
Second Ward.....	432	411.2	384.2	300.5	105	200	98.1	93.4	2
Third Ward.....	397	379.8	344.8	305	50	112	98.3	90.3	1
Fourth Ward.....	215	206.2	187.9	178.5	49	81	98.4	91.4	0
Total.....	1118	1063.6	970	919	238	407	98	89	3

TABLE III.
Showing Value of School-houses, Size of Rooms, etc.

NAME OF SCHOOL.	Material.	How warmed.	How seated.	Size of rooms.	Value of lots.	Value of houses	Value of furniture.	No. of stories.	No. of seats.	No. of rooms.	No. of teachers.
First Ward	Brick.	Stoves.	Single seats.	25 x 30	\$ 1000	\$ 6500	\$ 300	2	105	4	2
Second Ward & . .	Brick.	Steam.	Single and double.	25 x 33	8000	70000	1400	3	719	10	9
High School . .	Brick.	Steam.	Single.	78 x 54	.....	.....	600	....	189	3	3
Third Ward	Brick.	Stoves.	Single.	25 x 40	8000	65000	1500	3	607	13	9
Fourth Ward . . .	Brick.	Stoves.	Single and double.	25 x 30	4000	20000	600	2	235	8	4

* Large Room.

TABLE IV.
Showing the Annual Salaries of Teachers.

GRADE OF INSTRUCTOR.	Maximum.	Minimum.	Average.
Superintendent	\$ 1800	\$ 1800	\$ 1800
Principal in High School (male)	1400	1400	1400
Teachers in High School (females)	1100	700	900
Principals in Grammar Schools } males	1000	712-|	856
Principals in Grammar Schools } females	1000	1000	1000
Teachers in Grammar Schools (females)	625	570	582-|
Teachers in Primary Schools (females)	600	380	551-|

Roll of Honor.

Names of those who have not been absent or tardy during the entire year.

EMMA BECK,
CARRIE MITCHELL,
WILLIE ARNOLD,
NETTIE WILLIAMS,
LILLIE ROW,
DORA JACK,
EMMA REEL.

CHARLIE SHERMAN,
WILLIE MORRIS,
CHARLIE TAYLOR,
MORRIS CLEMENT,
CORA TUTTLE,
BRACKIE GRAVES.

Text Books used in the District Schools.

Readers McGuffey and Hooker.
Arithmetic White.
Penmanship Eclectic.
English Grammar Harvey.
Geography Cornell.
U. S. History Venable.
Music Blackman.
Language Lessons Swinton.

Teachers in the West Des Moines Schools.

J. H. THOMPSON,.....*Superintendent.*
 A. N. OZIAS,.....*Principal of the High School.*
 Miss S. J. PORTER,.....*First Assistant.*

“ HANNAH SCOTT, two terms and..... }
 Mrs. H. E. WRIGHT, one term,..... }*Second Assis ant.*

Miss ANNA B. GARFIELD. *D Grammar Grade.*

“ CHARITY WILSIE,..... *C* “ “
 “ S. MAGGIE GLISSAN,..... *B* “ “
 “ ALICE V. COFFIN,..... *A* “ “
 “ ADA GLISSAN,..... *D Primary* “
 “ ELLA M. MORSE,..... *C* “ “
 “ C. F. WHITE,..... *B* “ “
 “ ALMEDA SCOTT,..... *A* “ “
 “ E. K. MATHEWS,..... *A* “ “

Mrs. Lu. M. WILSON,.....*Principal of the 3d Ward*
 |and Teacher in *D Grammar* “

“ BELLE BUCKLAND,..... *C* “ “
 “ M. E. CLARK,..... *B* “ “
 Miss ANNA M. FARMER,..... *A* “ “
 “ E. J. FLANDERS,..... *D Primary* “
 “ CARL B. LITTLE,..... *C* “ “
 “ LIZZIE HOLLAND,..... *B* “ “
 “ ANNA M. MATHEWS,..... *A* “ “
 “ HATTIE C. McMANIMA,..... *A* “ “

Mr. J. W. KING,.....*Principal of the 4th Ward*
 [and Teacher in *A Grammar and D Primary* “

Miss MARY EDWARDS,..... *C* “ “
 “ MARY WILLIAMS,..... *B* “ “
 “ L. A. BERGER,..... *A* “ “

Mr. J. H. ROBINSON,.....*Principal 1st Ward*
 [and Teacher in *D and C Primary* “

Miss OLIVE McHENRY,..... *B and A Primary* “

RULES OF THE BOARD.

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows:

First—Reading of minutes.

Second—Communications.

Third—Petitions,

Fourth—Reports of standing committees.

Fifth—Reports of special committees.

Sixth—Reports of officers and Superintendent.

Seventh—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows:

First—On grounds, buildings, repairs, fuel, and warming school houses.

Second—On janitors, school furniture, and school apparatus.

Third—On teachers, rules of school, and school discipline.

Fourth—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

Fifth—On text books.

Sixth—On examination of teachers.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board and of the Superintendent, shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the Board shall specify items, and no order on the Treasurer for their payment shall be issued until duly receipted.

DUTIES OF COMMITTEES.

1. *On Grounds, Buildings, Repairs, Fuel and Warming.*—It shall be the duty of this committee to have the general supervision of the building, repairing and improving all school houses, including grounds. For repairs costing over twenty dollars, and building contracts, said committee shall proceed with the same under the special instruction of the Board. This committee shall provide the school buildings with such heating and ventilating apparatus as may be authorized by the Board.

2. *On Janitor, School Furniture and School Apparatus.*—This committee shall have special supervision of the Janitors, and shall furnish the school with such furniture and apparatus as the Board may direct.

3. *On Teachers, Rules of School, and School Discipline.*—It shall be the duty of this committee to inquire into the character and competency of each applicant for a situation as teacher; to fill all vacancies which may occur, requiring action before a regular meeting of the Board; and to inquire into any charges or complaints against the Superintendent, teachers, or other officers of the Board, and to report the same to the Board at its next meeting. This committee shall also consider and report on all subjects connected with the Rules of the Board for the regulation of the school.

4. *On Finance and Accounts.*—It shall be the duty of this committee to inquire into the state of the funds of the Board, and recommend such measures as may be deemed necessary to raise the amount needed for school purposes, and for the disbursement of the same.

5. *On Text Books.*—It shall be the duty of this committee to examine and recommend to the Board the text books for the use of the schools, and constantly observe the merits or defects of the books in use, and recommend any change in such matters as they may deem important.

6. *On Examination of Teachers.*—It shall be the duty of this committee to prepare suitable questions to test the knowledge of the applicant for a position as teacher in our schools, in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, Physiology and Theory and Practice of Teaching.

In case a teacher shall be required to teach other branches than those specified, he shall, prior to his appointment, produce a certificate of qualification to teach those branches in addition to the branches aforesaid.

JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning, to comfortably warm each room before the opening of school, to keep the

stoves and pipes free from all unnecessary accumulation of ashes and soot, to carefully guard the buildings from all damages by fires; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning; to close the blinds and lock the outside doors at night; to keep the out-houses clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on Janitors.

SUPERINTENDENT AND HIS DUTIES.

SECTION 1.—The Superintendent shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the Board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side), who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3. He shall keep the Board of Education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time direct.

SEC. 4. The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.

SEC. 5. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6. It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the same to the Board.

SEC. 7. He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board at its first subsequent meeting.

TERMS, VACATIONS, ETC.

SEC. 8. The length of the school year and the time for opening; and time and length of vacations, shall be fixed by the Board.

SEC. 9. The Fourth of July, Annual Thanksgiving, Decoration Day; and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10. The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools, and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term; and they shall cause said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11. The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12. The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the principal.

SEC. 13. Pupils shall not be admitted to the High School until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14. The regular examination for admission to the High School shall take place once each year, near the close of the summer term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School; and some member of the Board shall be present during the examination.

DISTRICT SCHOOLS.

I. MANAGEMENT.

SECTION 16. The District Schools shall be divided into eight grades, as follows :

First, second, third, fourth, fifth, sixth, seventh and eighth grades ; each grade indicating the number of years that the pupil has been in school.

SEC. 17. The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

II. DAILY SESSIONS.

SECTION 18. The morning sessions of the schools shall commence at nine o'clock and close at twelve ; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year ; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes ; provided, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19. *Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to the school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school every morning at fifteen minutes before nine o'clock.

SEC. 20. *Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school ; and every pupil who is not in the school room when the hour arrives shall be marked as tardy,

SEC. 21. *Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated ; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they

shall pass out after the recess is closed. Teachers shall recommend but not compel pupils to pass out of the school room at intermissions; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22. *Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools; and during the time from the opening of the school rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

III. REQUISITES FOR ADMISSION.

SECTION 23. *Age and Non-residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SEC. 24. *Pupils shall have Books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupils obtaining such books.

SEC. 25. *Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 26. *Contagious Diseases.* No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 27. *Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of

leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

IV. EMPLOYMENT OF TEACHERS.

SECTION 28. At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their positions for the time elected or appointed, unless sooner removed.

SEC. 29. No person, either male or female, under the age of twenty-one years, shall be appointed as teachers in any of the public schools.

SEC. 30. *Salaries of Teachers.* The salaries of teachers shall be regulated by the number of years experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Superintendent and Teachers shall be as follows :

The Superintendent of all the schools not to exceed.....	\$ 1,800
First Assistant, High School, not to exceed	1,200
Second " " " " "	700
Highest salary in the eighth grade in the Second Ward not to exceed.....	700
In the eighth grade of the Third Ward, not to exceed	700
In the eighth grade of the Fourth Ward, not to exceed.....	800
In the first grade of the Second Ward, not to exceed.	700
In the first grade of the Third Ward, not to exceed.....	600
In the first grade of the Fourth Ward, not to exceed.....	600

Teachers of three years experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years experience, not to exceed \$50 per month.

Teachers from one to two years experience, not to exceed \$40 per month.

Teachers of one year's experience, not to exceed \$30 per month.

The Board may vary the salaries from the above rates.

SEC. 31. All teachers when absent from school, shall forfeit their salary during the continuance of such absence; and no teacher shall absent himself or herself from school except from actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher shall receive the pay for

the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.

V. DUTIES OF TEACHERS.

SECTION 32. *Teachers to acquaint themselves with the Regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.

A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33. *Teachers to be Punctual and to Report Deviations.* Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before time prescribed for commencing school in the morning; and fifteen minutes in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34. *Teachers' Meetings.* Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the school.

SEC. 35. *Different Editions of Text Books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books) they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the school.

SEC. 36. *Partisan Questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 37. *Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means.

It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 38. *Care of Pupils out of School Hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity. The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the schools.

In special cases, when it would be injurious for pupils to go home at noon on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms, for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 39. *Absence and Tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or guardians of every absent pupil, and of every case of tardiness

not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance unless the proper notice shall have been served, according to this rule. If an excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 40. *Contributions and Presents.* No teacher shall allow a subscription or contribution of any kind in any public school.

SEC. 41. *Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year, Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 42. *Advertisements and Agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 43. *Ventilation and Temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the schoolrooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be secured by one of the ventil ducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rules.

During the season for fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms

from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and, in case it should be found below 65°, measures should be taken immediately to raise it. The thermometers should be so located as to indicate as nearly as possible the average temperature of the rooms.

In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 44. *Teachers Visiting Schools.* Teachers may visit any of the public schools of the city for the purpose of observing the different modes of instruction and discipline, at the discretion of the Superintendent; but such visits shall not occupy more than one-half day in each term. Only one teacher shall be excused during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

VI. DUTIES OF PRINCIPALS.

SECTION 45. Those applying for situations in our public schools shall, at the date of the application, be examined as required by the rules of the Board, or at such other time before entering upon the duties of the teacher as the committee on examination shall determine. No applicant shall be permitted to teach in our schools without first having passed the examination required, unless in cases of necessity, and then only temporarily.

SEC. 46. *Responsibility of Teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 47. *Reading Regulations to Pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 48. *Order in Stairways, Halls and Yards.* The Principals of the several schools shall establish special rules for the securing good order in the halls, stair-ways and school-yards.

SEC. 49. *Care of School Premises and Furniture.* The Principals of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school-houses, as shall insure their

being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.

It shall be the duty of the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 50. *Closing School Premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 51. *Care in Respect to Fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 52. *Account for Missing Articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 53. *Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties,

VII. PUPILS DUTIES AND PRIVILEGES.

SEC. 54. *Suspension for unnecessary Absence.* Pupils absent *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teachers shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence,

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious

instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parents, explaining the cause either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 55. *Damage to School Property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterward be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 56. *Absence from Examination.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 57. *Leaving School.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 58. *Bad Habits and Bad Language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 59. *The Suspension of Pupils in Special Cases.* For violent and pointed opposition to authority in any particular instance, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion.

SEC. 60. *Suspension of Pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by the Board at its discretion ; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 61. *Promotions and Forfeiture of Positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercises on tables, etc. Pupils must be able to read any piece they have gone over, with proper expression ; give the names and uses of the different marks used ; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

VIII. SCHOOL RECORDS.

SEC. 62. *School Records.* The teachers of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil ; name of parent or guardian, whole number of different scholars enrolled ; average number belonging ; average daily attendance, and number of tardiness. The teacher shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 63. *Blanks for Schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly reports, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.

SEC. 64. *Manner of keeping Registers and Class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 65. *Monthly Returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock, P. M., on the Monday following the last Friday of each school month.

SEC. 66. *Record Books sent to the Office of Superintendent.* At the close of each school year, all the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools shall be returned to the teachers at the opening of the fall term in September. All class-books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

IX. MISCELLANEOUS.

SEC. 67. *Buildings, how used.* The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.

SEC. 68. *Authorized Books for Studies.* The books used and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 69. *Examinations.* There shall be an annual public examination of all schools to be held at such time, and conducted in such manner as the Board may direct.

SEC. 70. Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM.

Reading. Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order :

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form, — its recognition at sight.

In selecting words to be learned, observe the following order :

1. Names of objects.
2. Action words.
3. Qualities.
4. Other words.

The names of letters to be learned as fast as introduced in the reading lessons.

Oral Reading. Spell by sounds and by letters all words learned in reading lessons.

Writing. On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

Drawing. Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method.

Numbers. Clear and ready perceptions of numbers, from one to five, to be developed with use objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of $-|$, $-$, \times , \div . Learn to write

these numbers in script, Roman, and Arabic characters. Pupils may learn to count twenty with and without objects.

Lessons on Common Things. 1. Objects in school room — chair, slate, pencil. 2. Parts of the human body — head, face, etc. 3. Domestic animals — dog, cat, etc. 4. Clothing — hat, bonnet, etc.

Language Lessons. Systematic correction of common faults in speech to be continued throughout the year. From short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also the use of capitals at the beginning of sentences.

Vocal Music. Singing simple songs. For scientific instruction see Blackman's Graded Songs.

Morals and Manners. Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

Physical Exercises. Free Gymnastics, a few minute every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

SECOND TERM.

Reading. Charts and blackboard continued. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

Spelling. Same as first term.

Writing. Same as first term.

Drawing. Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc.

Numbers. Addition, subtraction, multiplication and division of numbers to be extended step by step to nine. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

Lessons on Common Things. 1. Objects from the child's home — knife, fork, spoon, etc. 2. Food — apple, pear, cherry, etc. 3. Familiar flowers — rose, pink, etc.

Language Lessons. Same as first term, also short sentences to be written as drawn out by the conversation on objects.

Vocal Music. Same as first term.

Morals and Manners. Same as first term. Recite verses and maxims singly and in concert.

Physical Exercises. Same as first term.

THIRD TERM.

Reading. First Reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lessons. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.

Spelling. All words found in reading lesson, and also words in object and language lessons.

Writing. Copying portions of the reading lessons on the slate and blackboard, using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms. Write their own names.

Drawing. Inventions continued. Simple designs, squares, rectangles, etc., with straight lines.

Numbers. As in former terms drill in numbers up to ten, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

Lessons on Common Things. 1. Some familiar plants—with roots, stem, branches, etc. Place—up down, right, etc., and cardinal points. 3. Color—distinguishing and naming colors.

Language Lessons. Punctuation, names of comma, semi-colon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

Vocal Music. Songs. Also see Blackman.

Morals and Manners. Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

Physical Exercises. Once per hour.

SECOND YEAR.

FIRST TERM.

Reading. McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.

Spelling. All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also names of the days in the week and months in the year.

Writing. See previous year. Also take up all small letters, separately, in classified order, one letter at each lesson, and explain analytically.

Drawing. Same as last year. Also Demcker's No. 1 for the year.

Numbers. Mental and written exercises in addition, subtraction, multiplication and division of numbers to 15. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.

Lessons on Common Things. 1. Form and direction—four corners, edges, sides, round, vertical, etc. 2. Size—long, short, broad, narrow, etc. 3. Weight—heavy, light, heavier, etc. 4. Materials—wood, iron, stone, glass, etc.

Language Lessons. The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun "I" as a capital.

Vocal Music. See previous year. Blackman's No. 1, for the year.

Morals and Manners. Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

Physical Exercises. Same as before, with calisthenic and singing exercises.

SECOND TERM.

Reading. Second Reader to page 90. Phonics continued.

Spelling. Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

Writing. On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

Drawing. See previous term.

Numbers. Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to "CC."

Lessons on Common Things. 1. Clothing—girls and boys; workdays, Sunday, compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.

Language Lessons. Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

Oral Geography. Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, tables, etc.

Vocal Music. As before. See Blackman's Graded songs.

Morals and Manners. Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

Physical Exercise. Every hour.

THIRD TERM.

Reading. Complete Second Reader and review. Phonics continued. Interperse new reading matter.

Spelling. Review words in Second Reader, and object and language lessons.

Writing. Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

Drawing. Continued. Draw leaves, etc.

Numbers. Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 30. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

Lessons on Common Things. Food — what is eaten raw. How prepared. What cooked. How cooked. Food of domestic animals. The children's home. Different rooms and uses. How lighted. Heated. Home of other animals compared with man's.

Language Lessons. Same as last term, Other uses of capitals and the comma sign of possession and omitted letters.

Geography. Draw a map of the city and name streets, prominent buildings, and give directions from school room.

Vocal Music. See Blackman.

Morals and Manners. See previous term.

Physical Exercises. Every hour.

THIRD YEAR.

FIRST TERM.

Reading. McGuffey's Third Reader to lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

Spelling. All the words in the various branches and exercises of this grade.

Writing. Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

Drawing. Under direction of Superintendent. Demcker, No. 2 for the year.

Numbers. Exercises, mental and written, in addition, subtraction, multiplication and division of numbers, within the limit of 100. Numeration and notation of thousands taught objectively. Roman numerals continued.

Lessons on Common Things. The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers and their tools, etc.

Language Lessons. See previous term. Call attention to agreement of verb with its nominative.

Geography. Draw a map of Polk county, and study townships, towns, and streams. Also, use of scale.

Vocal Music. Blackman, No. 2, for the year.

Morals and manners. Under direction of Superintendent.

Physical Exercises. Continued throughout the course.

SECOND TERM.

Reading. McGuffey's Third to Lesson LXXX. Introduction of juvenile literature when convenient.

Spelling. See previous term.

Writing. See previous term.

Drawing. Under direction of Superintendent.

Numbers. Notation, numeration and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals.

Lessons on Common Things. The surroundings of the house—yard, garden, street, barn, etc. What is in them. What is done in them. How kept. Occupation of men and women continued.

Language Lessons. Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as to, too, two. The use of punctuation marks continued.

Geography. Elementary text book. Cornell, to page 60, with study of U. S., and review for the year's work. Draw map of Congressional District, containing Polk County.

Vocal Music. Under direction of Superintendent.

Morals and Manners. Under direction of Superintendent.

Physical Exercise. Under direction of Superintendent.

THIRD TERM.

Reading. Finish McGuffey's Third Reader and review.

Spelling. As in previous term.

Writing. As in previous term.

Drawing. As in previous term.

Numbers. Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons, as required below.

Lessons on Common Things. General objects, as in second term. Also, lessons on the measures, bushel, peck, quart and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes and seconds.

Language Lessons. Write sentences containing words used by builders, mechanics, farmers and miners peculiar to their callings.

Geography. Elementary book used. Cornell. Also, draw a map of Iowa, and teach general features and production.

Vocal Music. Under direction of Superintendent.

Morals and Manners. Continued through the course as above.

FOURTH YEAR.

FIRST TERM.

Reading. McGuffey's Fourth to Lesson XX.

Spelling. All lessons of the grade to be spelled orally, by letter and sound. Spelling Book.

Writing. Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.

Drawing. Under direction of Superintendent. Walter Smith's Intermediate Course, No. 1.

Numbers. Exercises in addition, subtraction, multiplication, (multipliers not to exceed 25), and division (divisors not to exceed 5). Reduction of mixed numbers to improper fractions and the contrary, also, single step reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's intermediate to multiplication.

Language Lessons. Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past and future time. The simple statement with, *have, be, is, etc.* All work to be synthetic.

Lessons on Common Things. Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures; yard, foot, inch. The weights, pounds, ounces, etc.

Geography. Same as previous term. Also, productions of the State and pursuits of the people. Also, Cornell, from the 60th page to end, and review for the year.

Music. Under direction of Superintendent. Blackman, No. 2, for the year.

Morals and Manners. Under direction of Superintendent.

SECOND TERM.

Reading. Fourth Reader to Lesson XXXIV.

Spelling and Writing. As in previous term.

Drawing. See previous term.

Numbers. White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

Lessons on Common Things. Writing sentences containing quality-words, and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

Geography. Primary book, (Cornell). Routes of travel from Des Moines to other places in the State.

Music. Under direction of Superintendent.

Morals and Manners. See last term.

THIRD TERM.

Reading. Fourth Reader to Lesson XLVI.

Spelling and Writing. As in previous term. Spell names of pupils.

Drawing. See last term.

Numbers. White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.

Lessons on Common Things. Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic feet, yard, etc.

Language Lessons. Plurals of words, how formed. Predicating actions and qualities. Letters and compositions on objects used above.

Geography. Cornell's Primary.

Music. As before.

Morals and Manners. As above.

FIFTH YEAR.

FIRST TERM.

Reading. Fourth Reader to Lesson LXIV.

Spelling. All technical terms in the several branches studied; and spelling book.

Writing. Copy book No. 3, and exercise book.

Drawing. As before. Smith's Intermediate Course No. 2.

Numbers. White's Intermediate to Subtraction of Fraction.

Lessons on Common Things. Miss Youman's Botany to Chapter II.

Grammar. Harvey's Elementary, to 80th page for the year. Also composition or exercises in narration.

Geography. Cornell's Intermediate to page 26, for the year.

Vocal Music. As before. Blackman's No. 3, for the year.

Declamations. Occasional exercises in declamation.

SECOND TERM.

Reading. Fourth Reader completed.

Spelling. See previous term.

Writing. No. 3, and Exercise book.

Drawing. As above.

Arithmetic. White's Intermediate to Section VIII.

Lessons on Common Things. Youman's Botany to Chapter III.

Grammar. Harvey's Elementary.

Geography. Cornell's Intermediate.

Music and Declamations. As before.

THIRD TERM.

Reading. Fifth Reader to Lesson XXXI.

Spelling. Same as previous term.

Writing. No. 4, and Exercises.

Drawing. As before.

Arithmetic. White's Intermediate to Section IX. Fractions reviewed.

Lessons on Common Things. Youman's Botany, Chapters III and IV.

Grammar. Harvey's Elementary. Compositions continued.

Geography. Cornell's Intermediate.

Music and Declamations. Continued. One day of each week spent in review.

SIXTH YEAR.

FIRST TERM.

Reading. Fifth Reader, to Lesson LVII.

Spelling. Words from reading lessons, and all technical terms introduced in the course of instruction.

Writing. Copy book No. 4. Free movement exercises continued.

Drawing. As before. Smith's Free Hand Course, No. 3.

Arithmetic. White's Intermediate to lesson XII. Denominate numbers.

Lessons on Common Things. Youman's Botany, Chapters V and VI.

Grammar. Harvey's Elementary from 80th page to end for the year. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

Geography. Cornell's Intermediate from 25th to 50th pages for the year.

Music and Declamations. Continued. Blackman No. 3, for the year.

SECOND TERM.

Reading. McGuffey's Fifth Reader to Lesson LXXV.

Spelling. As before.

Writing. No. 5. Free movement exercises.

Drawing. See above.

Arithmetic. White's Intermediate completed.

Common Things. Youman's Botany, Chapters VII and VIII.

Grammar. Harvey's Elementary. See previous term.

Geography. Cornell.

Music and Declamations. Continued.

THIRD TERM.

Reading. Fifth Reader completed.

Spelling. As in previous term.

Writing. No. 5, with free movement exercises.

Drawing. As before.

Arithmetic. General review of White's Intermediate. Extemporaneous questions and examples.

Common Things. Youman's Botany completed and reviewed.

Grammar. Harvey's Elementary completed.

Geography. Cornell.

Music and Declamations. Continued.

SEVENTH YEAR.

FIRST TERM.

Reading. Sixth Reader to lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

Spelling. Same as previous year. Dictation exercises. English abbreviations.

Writing. No. 6. Free movement exercises four times per week.

Drawing. As before. Smith's Free Hand Course, No. 4.

Arithmetic. White's complete to Section X.

Elementary Physics. Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter, in detection of alloys, etc.

Magnetic Attraction. The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

Electric Attraction. Experimental study of the electricity of glass, wax, fur, etc; good and bad conductors; electroscope; positive and negative electricity, lightning rods, uses, etc.

Cohesion. Experimental study of; cohesion of liquids; of gases.

Adhesion. Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

Grammar. Harvey's Grammar to 124th page for the year. Occasional exercises in transposing verse into prose.

Geography. Cornell's Intermediate from 50th to 76th pages for the year.

U. S. History. Four lessons per week.

Music and Declamations. Blackman No. 4 for the year.

SECOND TERM.

Reading. Sixth Reader to Lesson LXXI.

Spelling. As in previous term.

Writing. No. 6. Free movement exercises.

Drawing. As before.

Arithmetic. White's complete to section XIV.

Elementary Physics. Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc; compressibility.

Pressure of Air. Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes; pneumatic railways; barometer; construction and use of; vacuum, how formed.

Motion. Laws of; uniform, retarded, accelerated; motion of falling bodies, inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc; concussion.

Machines. Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

Lever. Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel and axle, pulley.

Grammar. Harvey. Composition.

Geography. Cornell.

U. S. History. Through the Revolution.

Music and Declamations. Continued.

THIRD TERM.

Reading. Sixth Reader to Lesson CII.

Spelling. See previous term.

Writing. No. 7.

Drawing. As above.

Arithmetic. White's Complete to Partial Payments.

Elementary Physics. Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of Liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

Grammar. Harvey. Composition as before.

Geography. Cornell.

U. S. History. Reviews of previous terms.

Music and Declamations. As before.

EIGHTH YEAR.

FIRST TERM.

Reading. Sixth Eclectic to lesson CXXVII.

Spelling. All words found in their studies, with spelling book.

Writing. No. 7.

Drawing. As above. Smith's Free Hand Course, No. 5.

Arithmetic. White's complete to Section XV.

Elementary Physics. Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition, of air, etc.

Grammar. Harvey from 124th page to end for the year. Compositions.

Geography. Cornell's Intermediate from 76th page to end for the year.

U. S. History. To page ———

Geography and History alternate.

Music and Declamations. As before. Blackman No. 4 for the year.

SECOND TERM.

Reading. Sixth Reader to lesson CLVI.

Writing. No. 7.

Drawing. As before.

Arithmetic. White's Complete, to Cube Root.

Physics. Sound.—How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise,

and musical tones ; pitch, intensity, and quality of tone ; musical instruments ; the voice, the ear. *Heat*—Shown to be a mode of motion ; conduction of heat ; good and bad conductors ; practical applications, clothing, ice-house, etc. ; expansion by heat ; air, balloon, draughts of air, etc. ; expansion of liquids and solids, thermometer ; construction and practical use ; change of state from solid to liquid, and from liquid to gas ; boiling ; conditions of modifying boiling point.

Grammar. Harvey. See previous term.

Geography. Eclectic.

U. S. History. To page——

Music and Declamations. As before.

THIRD TERM.

Reading. Sixth Reader finished.

Spelling. As before.

Writing. No. 7.

Drawing. As before.

Arithmetic. White's Complete reviewed.

Physics. Light, source of ; luminous and non-luminous bodies, how the latter are made visible ; motion of light in all directions in straight lines ; intensity of light at various distances ; shadows, reflection of light, angles of incidence and reflection ; mirrors, etc., refraction ; image formed in the eye ; inverted and upright images ; fishes in the water ; prisms, lenses, spectacles, microscope, telescope, burning glasses ; colors, colors of rainbow, etc.

Chemical Electricity. Construction of battery ; apparent flow from positive to negative ; effect on magnetic needle ; effect on bar of soft iron, telegraph, fire-alarm, etc.

Grammar. Harvey.

Geography. Alternate with History.

U. S. History. To be reviewed.

Music and Declamations. As before.

HIGH SCHOOL COURSE.

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM
Algebra.	Algebra.	Algebra (higher).
Arithmetic.	Physiology.	Physiology.
English Grammar.	English Grammar.	English Grammar.
Book-keeping.	Physical Geography.	Physical Geography.

SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher).	Geometry.	Geometry.
Science of Government.	Botany.	Botany.
Latin.	Latin.	Latin.
General History.	General History.	Rhetoric.

THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Trigonometry.	Trigonometry.
Natural Philosophy.	Natural Philosophy.	Natural Philosophy.
Cæsar.	Cæsar.	Virgil.
Rhetoric.	English Literature.	English Literature.

FOURTH YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy.	Higher Arithmetic.	Higher Arithmetic.
Chemistry.	Geology.	Geology.
Mental Philosophy.	Ment'l Philosophy, one	Zoology.
Virgil.	half, Zoology one half.	Chemistry.
	Chemistry.	

Walter Smith's Free Hand Course of Drawing, No. 6.

GRAMMAR SCHOOLS.

Questions Submitted to the Highest Grammar Grade for Admission to the High School.

SPELLING.

First ten to be spelled phonically.

- | | | |
|----------------|-----------------|--------------------|
| 1. Separate. | 8. Diligence. | 15. Caucasus. |
| 2. Judgment. | 9. Obscene. | 16. Revolution. |
| 3. Measles. | 10. Villainous. | 17. Confederation. |
| 4. Gas. | 11. Altitudes. | 18. Revenue. |
| 5. Luncheon. | 12. Plateau. | 19. Compromise. |
| 6. Asparagus. | 13. Analysis. | 20. Territories. |
| 7. Melancholy. | 14. Parallels. | |

ARITHMETIC.

1. Reduce $\frac{1}{3}$ of a yard to inches.
2. From $\frac{3\frac{1}{2}}{7} \div \frac{2\frac{1}{3}}{11\frac{2}{3}}$ take the quotient of $7\frac{1}{3} \div 9$.
3. How long must a pile of wood be, which is $7\frac{1}{2}$ feet high and 9 feet wide, to contain 72 cords?
4. Define interest, amount, present worth, discount, principal.
What is the principal which being at interest at 7 per cent, gains \$62.50 in 6 months?
6. A store worth \$2,840 is insured for $\frac{3}{4}$ of its value at $\frac{9}{100}$ of 1 per cent, what is the premium?
7. $18\frac{3}{4}$ is $\frac{5}{8}$ of what number?
8. How many cows will consume as much pasture in 35 days as 28 cows in 15 days?
9. Add the product of 7 hundredths by 2 thousandths to the quotient of 2 thousandths divided by 7 hundredths.
10. What will 554 feet of lumber cost at \$31.18 $\frac{3}{4}$ per thousand feet?

GRAMMAR.

1. What is the conjugation of a verb? Conjugate the verb *am* in the potential mode, passive voice, present and future perfect tenses.
2. What are modifiers of the 1st, 2d and 3d classes, and give examples?
3. Correct the following: (Unless reasons are given no credit will be allowed.) (*a*) I never studied no grammar, but I can speak as good as them that has. (*b*) Some visitors come yesterday, I asked whom they was, and were told that I saw them last Tuesday.
4. Define personal pronoun, relative pronoun, antecedent, consequent and give examples of each.
5. Write a sentence containing a phrase used as an adverb; one containing a sentence used adverbially.
6. The holidays passed away hilariously, and at New Years, I, according to time-honored custom, went forth to make my calls and see my fair friends, while my wife and daughters stayed at home to dispense the hospitalities of the day to their gentlemen friends.
How many and what kind of sentences are there in the above?
Write out and number each sentence.
7. Analyze and diagram the second sentence.
8. Parse *according, see, while* and *custom*.
9. What verbs have passive voice and give the reason?
10. Change the following simple sentence into a complex, then into a compound sentence: The good housewives of those days were a kind of amphibious animal, delighting exceedingly to be dabbling in water.

GEOGRAPHY.

1. What effect have high mountains upon the climate and vegetation of a country and upon the habits of the people?
2. What large river flows into the Mediterranean sea from Egypt, from France?
3. Name four large islands between the Indian and Pacific Oceans?
4. What is the latitude of the mouth of the Amazon river?
5. Name the most northern, eastern, southern and western capes of Africa.
6. Was New Orleans ever nearer the mouth of the Mississippi than at present? Why?
7. Draw a map of France, Spain and Portugal and locate the Seine, Loire, Rhone, and Tagus rivers; also Paris, Lyons, Madrid, Lisbon and the Pyrenees mountains.

8. What natural advantages has England that enables her to excel all other countries in manufactures and commerce.

9. Mention three articles of import to this country from England, from France, from Brazil.

10. Which states are noted for the production of

1. Wheat.

5. Gold.

2. Corn.

6. Cotton.

3. Iron and Coal.

7. Manufactured Articles.

4. Silver.

U. S. HISTORY.

1. Which have the greater influence upon the character and development of a nation, the times of war or those of peace? Why?

2. When and by whom was the first steamboat constructed?

Which was the more important event, the invention of steamboats, or the taking of Quebec? Why?

3. When was slavery introduced into the United States, and by whom? When and how was it abolished?

4. Describe two important acts of Benedict Arnold, one in his praise and one to his blame.

5. Who was LaFayette? Who were the Hessians? Who was Pulaski? Who was Paul Jones?

6. Describe two important events in Thomas Jefferson's administration?

7. Describe three important events in Washington's administrations?

8. Give some account of Benjamin Franklin, of John Trumbull, of S. F. Morse.

9. Give some account of the beginning and progress of common school education in different sections of the Union: New England, the South, the West.

10. When and where did the war of the Rebellion begin?

When and where did it close?

GENERAL QUESTIONS.

1. Analyze the letters in the word *Penmanship*.

2. Analyze the capital letters P E N.

3. Change the following into prose:

And now when comes a calm mild day,

As still such days will come,

To call the squirrel and the bee

From out their winter home,

When the sound of dropping nuts is heard,
 Though all the trees are still,
 And twinkle in the smoky light,
 The waters of the rill,

The south wind searches for the flowers,
 Whose fragrance late he bore,
 And sighs to find them in the wood,
 And by the stream no more.

4. Write a letter of ten lines to any one on any subject you like.
5. Give rules for the use of comma, semicolon, period and exclamation point.

Questions Submitted to the Seventh Grade for Admission to the Eighth.

SPELLING.

First ten to be spelled phonically.

- | | | |
|---------------|----------------|---------------------|
| 1. Grammar. | 8. Saucy. | 15. Mediterranean. |
| 2. Pursuit. | 9. Heifer. | 16. Constitution. |
| 3. Legible. | 10. Martyr. | 17. Settlements. |
| 4. Advise. | 11. Divisible. | 18. Discoverer. |
| 5. Device. | 12. Milwaukee. | 19. Surrender. |
| 6. Stomach. | 13. Himalaya. | 20. Administration. |
| 7. Brilliant. | 14. Multiple. | |

ARITHMETIC.

1. Reduce 20 to a fraction whose denominator is 4.
2. Find the L. C. M. of 3, 25, 60.
3. $\frac{3}{8}$ of 24 = $\frac{3}{4}$ of what number?
4. A man bought 20 pears at the rate of 2 for 3 cents; how much did they cost?
5. How much land in a field $73\frac{1}{4}$ rods long and $49\frac{1}{2}$ rods wide?
6. Add $12\frac{1}{2}$ per cent of $9.6 + 6\frac{1}{4}$ per cent of $96 + 25$ per cent of $.96 + 16\frac{2}{3}$ per cent of .096.
7. Two coaches are traveling toward each other, one at the rate of 5.025 miles per hour, the other at 6.1 miles per hour. In what time will they meet if they are now 89.5 miles apart?
8. In what time will \$280 gain \$14.50 at 2 per cent per annum?

9. What principal at 3 per cent will gain \$25.48 in 4 years and 2 months?
10. What costs 1875 of an acre of land at 50 cents per square yard?

GRAMMAR.

1. How do you determine what part of speech a word is?
2. How do you tell the gender, person, number and case of a pronoun?
3. What is the distinction between a relative and a personal pronoun?
4. Tell the person, number and case of *us*, *they*, *she* and *whose*.
5. Give the plurals of *ox*, *mouse*, *calf* and *deer*; also write the possessive of *trees*, *lady* and *geese*.
6. Write the following sentence making the verb in pluperfect tense, indicative mode, active voice; also in the imperfect subjunctive passive: *The sun ripens the fruit.*
7. Construct a sentence having an infinitive phrase for its object.
8. Parse in full the italicized words in the following sentence: The young man *who* is to gain his *living* by his labor *should* know the *worth* of time.
9. What are the properties of verbs?
10. Correct the errors in the following sentences: I done my exercises quicker than her. Many men treat their horses very cruel. The taxes will be collected by you and I.

GEOGRAPHY.

1. What is generally the climate of the Torrid Zone?
2. What causes affect the climate of a place?
3. How many degrees of latitude may a place have? How many degrees of longitude may a place have?
4. What peninsulas extend southward from the mainland of Europe?
5. What large island off the coast of Syria and south of Asia Minor?
6. Name the largest three tributaries of the Amazon.
7. Mention three of the largest rivers of Europe, of Asia, of South America.
8. Mention three of the largest cities of England, of France, of Italy of Brazil.
9. Draw a map of Italy and locate Rome, Venice, Naples: also the Po, Tiber and the Appenines.
10. Compare the soil, climate and people of South America and Europe.

U. S. HISTORY.

1. What nations assisted in the settlement of our country?
2. Mention settlements made by each.
3. Mention three prominent discoverers and what they discovered.
4. Who were the Huguenots? Where did they attempt to settle?
5. What causes led to the French and Indian war?
6. What settlement as to territory was made at the close of the French and Indian war?
7. How long was this war before the Revolution?
8. Mention all the wars the U. S. have been engaged in up to the Revolution.
9. What were the causes of the Revolution?
10. Do you think the English had any right to attempt to compel the colonies to submit? Why?

GENERAL QUESTIONS.

1. Analyze the letters in the word *Penmanship*.
2. Analyze the capital letters P E N.
3. Change the following into prose:

And now when comes a calm mild day,
As still such days will come,
To call the squirrel and the bee,
From out their winter home, etc.

The other verses the same as preceding grade.

4. Write a letter of ten lines on any subject to any one.
5. Give rules for the use of commas, periods and interrogation points.

Questions Submitted to the Sixth Grade for Admission to the Seventh.

SPELLING.

The first ten to be spelled phonically.

- | | | |
|---------------|-------------------|----------------|
| 1. Promotion. | 8. Fertile. | 15. Separate. |
| 2. Accustom. | 9. Mountainous. | 16. Himalaya. |
| 3. Grievous. | 10. Independence. | 17. Pigeon. |
| 4. Leisure. | 11. Cleveland. | 18. Milwaukee. |
| 5. Physician. | 12. Isthmus. | 19. Kennebec. |
| 6. Exhausted. | 13. Precious. | 20. Grammar. |
| 7. Missouri. | 14. Avalanche. | |

ARITHMETIC.

1. Write in Roman notation 1875.
2. If 17 cows are worth \$817 and each cow is worth as much as 6 sheep, what is the value of one sheep?
3. The quotient $3\frac{1}{4}$ the divisor $\frac{1}{8}$ what is the dividend?
4. If a person's income is one cent a minute what will it amount to in the months of June, July and August.
5. A score of boys have each of them five boxes of pens, containing a gross apiece. How many pens have they in all?
6. What cost 4 bushels, 3 pecks, 6 quarts of potatoes at 75 cents a bu?
7. How many inches in 5 miles?
8. Divide $\frac{1}{2}$ of $\frac{5}{8}$ of $\frac{3}{4}$ by $\frac{6}{11}$.
9. How much cotton at $15\frac{1}{2}$ cents a pound, can be bought for \$13 $\frac{5}{8}$.
10. Find the amount of the following bill: Mrs. Smith presented her bill to Mr. Jones, for items as follows; 6 weeks board at \$8.25 a week; fuel 6 weeks at \$1.20 a week; gas 6 weeks at 50 cents a week; washing at \$1 per week.

GEOGRAPHY.

1. What is caused by the yearly motion of the earth.
2. Name the Zones and give the width of each in degrees.
3. Give the political divisions of North America.
4. Give the direction of the water courses of the U. S. Why?
5. Name five of the chief cities.
6. In what longitude would a man be who had traveled 200 degrees directly east from Greenwich?
7. Draw a map of the southern states and locate the capitals and chief rivers. Write the names of the capitals and rivers located.
8. If you were to go directly north from Charleston, South Carolina, what great lake would you reach?
6. Name five of the largest rivers on the Pacific Coast. Name two mountain ranges near the same and three of the highest peaks.
10. Which states produce the most cotton; the most wheat; the most sugar?

GRAMMAR.

1. Give the properties of pronouns.
2. Give the properties of verbs.
3. Define a complex sentence and write one.

4. Write the opposite gender of nephew, aunt, lad, belle, and bride.
5. Write sentences containing the possessive plural of I, he, and she.
6. Write two sentences containing the word mountain as subject; the first to represent the subject as acting, the second as being acted upon.
7. When is a noun in the nominative case? When in the objective case?
8. Analyze the following sentence: There came to the beach a poor exile of Erin.
9. Parse exile, came, and there.
10. Correct the following: The paper was laying on the door step when I come home. Neither him nor her intend to go to the picnic.

GENERAL QUESTIONS.

1. Analyze the writing of the word *School*.
2. Give directions for holding the pen and copybook.
3. How much higher are the capitals than the small letters?



Copy the above and supply the figures to indicate the proper time.

5. Give the letter and syllable name of each note.
6. Change the following into prose :

Still sits the school house by the road,
A ragged beggar sunning.
Around it still the sumachs grow,
And blackberry vines are running.
7. Give directions for the use of capital letters.
8. Give directions for the use of the comma and period.
9. Write a letter of five lines, showing how to date, commence and close the same.
10. Draw any of the figures you have heretofore drawn.

Questions Submitted to the Fifth Grade for Admission to the Sixth.

SPELLING.

First ten to be spelled phonically.

- | | | |
|-------------|-------------|-----------------|
| 1. Conceit. | 8. Arctic. | 15. Measure. |
| 2. Parasol. | 9. Oblique. | 16. Cincinnati. |

- | | | |
|---------------|---------------|-----------------|
| 3. Courteous. | 10. Receive. | 17. Permission. |
| 4. Giraffe. | 11. Alabama. | 18. Condition. |
| 5. Vigilant. | 12. Michigan. | 19. Raisins. |
| 6. Peaceably. | 13. Believe. | 20. Tobacco. |
| 7. Knowledge. | 14. Dazzling. | |

ARITHMETIC.

1. Give and define the signs used in arithmetic.
2. Define dividend, minuend.
3. The dividend is 1728, the quotient is 8, find the divisor.
4. What is a composite number?

Write all the prime numbers between 15 and 30.

5. Find the L. C. M. of 144, 256 and 72.
6. A merchant sold 63 bbs. of oil for \$962 and gained \$109.36; how much did the 63 bbs. cost him?
7. $\frac{4}{5}$ of 15 = $\frac{6}{10}$ of what number?
8. If cloth cost $\$6\frac{3}{5}$ per yard, how much can be bought for \$104.50?
9. One seventh of $\frac{3}{2}$ of $3\frac{1}{2}$ bushels of wheat, equals how much?
10. What is federal money? At 3 cents and 5 mills a yard, how many yards of tape can be bought for \$9.50?

GEOGRAPHY.

1. What places have no latitude? What places have no longitude?
2. Bound the Torrid Zone and describe the climate. Name three countries located in it.
3. Name five animals native to hot climates.
4. Draw a map of the New England states and locate the capitals and chief rivers. Write the name of each river and city.
5. Name five cities on the Mississippi river?
6. Name the states on the Pacific.
7. Name the tributaries of the Mississippi river.
8. Name the states on the eastern shore of the Mississippi river.
9. What territories lie north of Mexico.
10. Name the states on the Atlantic coast.

LANGUAGE.

1. Change the following into prose: (same verse as in preceding grade).
2. Rewrite the following making all the words that are singular into the plural: The breeze blows swiftly. He gave me a penny. The boy is sick.
3. Write a sentence in which Hattie is used in the second person.

4. Write the masculine of these words : mother, sister, aunt, neice and miss.
5. Write the plural of the following : he, it, his, him and her.
6. Write a sentence using the verb " see " in past time. Change it to a question in present time.
7. What is the distinction between a proposition and a preposition ?
8. Punctuate and capitalize the following : what sort of eyes can you have got said he why very good ones friend as you may plainly see.
9. Write a letter of ten lines about vacation.
10. Correct the following : you don't do that good. Can't you do it as I done it? I knew it was him.

GENERAL QUESTIONS.

1. Analyze the writing of the word table.
2. How much longer are the capitals than the small letters.
4. Draw a musical staff and place the letters on it properly.
4. Write six notes on your staff in $\frac{3}{4}$ time.
5. What should the hand do when there is a rest in music?

**Questions Submitted to the Fourth Grade for Admission
to the Fifth.**

SPELLING.

First ten to be spelled phonically.

- | | | |
|----------------|-----------------|------------------|
| 1. Diligent. | 8. Countenance. | 15. Nephew. |
| 2. Pleasant. | 9. Pieces. | 16. Rugged. |
| 3. Quarreling. | 10. Whither. | 17. Toothache. |
| 4. Beautiful. | 11. Measles. | 18. Egypt. |
| 5. Wednesday. | 12. Frigid. | 19. Subtraction. |
| 6. Wagon. | 13. Leather. | 20. Dividend. |
| 7. Laughing. | 14. Scripture. | |

ARITHMETIC.

1. Write the ninth line of the multiplication table.
2. Write 1875 in Roman notation.
3. Name the terms used in division and subtraction.

4. How many eggs at the rate of 3 for 5 cents, can you buy for 30 cents?
5. What is the cost of 5 boxes of tea, each containing 65 lbs at 60 cents a pound.
6. If a man had \$7.050, and buy 57 sheep at \$7 a head, how much would he have left?
7. If 9 horses cost \$981 what will 19 horses cost?
8. If a man earns \$75 a month, and spends \$31 in the same time, how long will it take him to save \$792?
6. Express 1875 in three different ways.
10. How do you prove division?

GEOGRAPHY.

1. Define an island; a peninsula; an isthmus.
2. Where is Bangor; Hartford; New Orleans?
3. Name the five great lakes on the northern boundary of the U. S.
4. Draw a map of the Middle States, and locate the largest city in each and also their capitals.
5. Name the New England States and their capitals.
6. Describe the Rocky Mountains.
7. What river in Africa flows in the Gulf of Guinea. What one into the Mediterranean sea?
8. What is the climate of the Arctic regions? What is the occupation of the people?
9. Through what waters would you pass in going by steamboat from Cincinnati to New York?
10. In what states does wheat grow well?

GENERAL QUESTIONS.

1. Write a sentence containing four capitals and three commas.
2. Write a sentence containing the words meadow, hay, sunshine and labor.
3. Why do we celebrate the Fourth of July?
4. Change the following into prose :

You still may see the fawn at play,
 The rabbit on the green,
 But the sweet form of Susy Gray,
 Will never more be seen.
5. Correct the following : He spoke to John and I. I can't answer none of these questions.
6. Analyze the capital letters M, V and I.

7. Draw a musical staff and locate the following figures in the key of C, 1, 2, 5, 4, 3, 5, 1.
8. On what letters did you place those figures?
9. How many eighth notes in a measure marked $\frac{3}{4}$ time.
10. Draw one of the star figures you have learned.

Questions Submitted to the Third Grade for Admission to the Second.

SPELLING.

- | | | |
|--------------|----------------|----------------|
| 1. Pretty. | 8. Family. | 15. Tongue. |
| 2. Neither. | 9. Meadow. | 16. Matches. |
| 3. Writing. | 10. Carrying. | 17. Clothes. |
| 4. Mischief. | 11. Nature. | 18. Carriage. |
| 5. Quiet. | 12. Breakfast. | 19. America. |
| 6. Careful. | 13. Birthday. | 20. Remainder. |
| 7. Neighbor. | 14. Studied. | |

NUMBERS.

1. Write the Roman characters for 63, 97 and 119.
2. Add $427+32+126$; also find the difference between 139 and 820.
3. Write the 7th and 8th lines of the multiplication table.
4. Multiply 42,028 by 6.
5. Divide 360 by 3 and that quotient by 7.
6. I owe a man 15 dollars, and pay all but 5 dollars, how much do I still owe?
7. If 6 eggs costs 24 cents, what will 5 eggs cost?
8. How many ten dollar bills will pay for 5 yards of cloth at 4 dollars a yard?
9. If a bushel of wheat cost \$8, what will a peck cost?
10. Make a problem suiting the following numbers: $17+34-27+87$.

GEOGRAPHY.

1. What direction is Davenport from Des Moines?
2. In what direction does 9th street in Des Moines extend?

3. Draw a map of Iowa, and locate Des Moines river, 'Coon, Iowa and Cedar rivers; also, Council Bluffs, Des Moines and Keokuk.
4. What is an island?
5. Name the oceans.
6. Name the continents in the Eastern Hemisphere.
7. Name the continents in the Western Hemisphere.
8. What mountains in North America?
9. What large gulf south of the U. S?
10. What large river in South America?

GENERAL QUESTIONS.

1. Construct a complete sentence by filling out the following blanks :
the——fire——brightly on the——.
2. Write a sentence containing three capital letters.
3. When should capitals be used?
4. Correct the following every way : james and john has got their examples done?
5. Write the following words so as to make them mean more than one :
girl, ox, mouse and fish.
6. What word is spelled by the following elements: left curve, left curve, lower turn, right curve, straight line, left curve, upward turn, straight line, left curve, upward turn, straight line, lower turn, left curve, left curve, lower turn, right curve, straight line two spaces high, lower turn and right curve?
7. Analyze the letter *g*.
8. How should the copy book be held?
9. How the pen?
10. How the feet and body?

Questions Submitted to the Second Grade for Admission to the Third.

SPELLING.

First ten to be spelled phonically.

- | | | |
|------------|-------------|-------------|
| 1. Orange. | 8. Streets. | 15. Every. |
| 2. Parcel. | 9. Wagon. | 16. Dinner. |
| 3. Sugar. | 10. Lazy. | 17. Primer. |

- | | | |
|------------|--------------|--------------|
| 4. Dollar. | 11. Whisper. | 18. Teacher. |
| 5. Busy. | 12. Clothes. | 19. Parents. |
| 6. Trowel. | 13. Quarrel. | 20. Naughty. |
| 7. Lions. | 14. Eagle. | |

NUMBERS.

- Write in figures, twenty six, sixty eight and ninety six.
- Write the figures for XXIV, XIX, XXXVII.
- $4 \times 7 - 9 + 5 \div 6 - 7 =$ what?
- If you could have as many pennies as the 1 or the 9 stands for in 19, which would give you the larger number?
- Put on your slates four examples, one in addition, one in subtraction, one in multiplication and one in division, and make the answers the same in each, namely, 8.
- $27 - 4 - 4 - 4 - 4 =$ what?
- A little girl had 33 apples. She kept 9 for herself and gave the rest to 4 schoolmates. How many did she give to each?
- $27 \div (?) = 4^{\frac{3}{4}}$.
- Make a story of $6 + 8 - 10$.
- Write answers to the following :

$20 \div 4 =$	$9 \times (?) = 18.$
$18 \div 8 =$	$6 \times (?) = 18.$

GENERAL QUESTIONS.

- Analyze the writing of Mary.
- Write a sentence containing two capitals.
- Write a sentence containing two commas and one period.
- Write four sentences about the clock.
- Draw a map of Polk County and name all the townships.
- Locate Des Moines and name all the rivers in the county.



- What are the names of these three notes?
- On what letters are they placed?
 - What is the use of going to school?
 - Draw any of the stars you have learned.

Questions Submitted to the First Grade for Admission to the Second.

SPELLING.

First ten to be spelled phonically.

- | | | |
|-----------|------------|-----------------|
| 1. Many. | 8. Grass. | 15. Larger. |
| 2. New. | 9. Night. | 16. Mother. |
| 3. Makes. | 10. First. | 17. Apples. |
| 4. Lamb. | 11. Happy. | 18. Should. |
| 5. Cry. | 12. Noise. | 19. City. |
| 6. Bread. | 13. Mary. | 20. Des Moines. |
| 7. Any. | 14. White. | |

NUMBERS.

- Write nineteen in figures and Roman Letters.
- Make 8 five ways using the sign plus.
- $2 \times 4 + 2 \div 5 = \text{what?}$
- $7 + 3 - 4 - 1 \div 5 = \text{what?}$
- How much must be added to 7 to make 12?
- How much must be taken from $7 + 8$ to leave one?
- Make a story about John, Joseph, 7 cents and 2 cents.
- Write twenty three in figures and Roman letters.
- Write answers to the following:

$2 + 5 =$	$(?) \times 3 = 9.$	$9 \div 3 =$
$4 + 4 =$	$(?) \times 4 = 12.$	$8 \div 5 =$
- If a pencil cost 3 cents what will 5 cost?

GENERAL QUESTIONS.

- Analyze the writing of the word man.
- Make a semicolon, a period, a question mark.
- When do you use a question mark: when a period?
- When do you use capital letters?
- Write two sentences about an apple.
- Make a sentence using the words leaf and flower.



Give the names of these notes.

- Name two things that are red; two that are yellow; two that are green.
- Draw any of the star figures you have learned.
- Write a telling sentence, and an asking sentence about a dog.

Senior Class in High School.

MENTAL PHILOSOPHY.

1. How do we derive our knowledge of mind and matter? What is a conception? Give different circumstances under which conceptions are formed in the mind.
2. Define consciousness, attention and reflection. How may attention be improved?
3. What is abstraction? Name and define the different steps that lead to it. Give its effect upon intellectual character.
4. What is the nature of original suggestion? How do you derive your ideas of space, time and number?
5. Describe nature of memory. On what is its existence founded? Give laws of association of ideas. How may it be improved.
6. Give nature and results of reasoning. Give the nature of first truths?
7. Explain the manner in which we proceed in reasoning. Analyze the syllogism. Prove circles are to each other as the squares of their radii.
8. What are metaphysical and absolute certainty? Name different kinds of evidence and explain each.
9. Define imagination. How does the product of imagination differ from reason? What is the difference between philosophical and poetical imagination?
10. What is the nature of taste? Name material and immaterial objects of taste.

CHEMISTRY.

1. Define physical and chemical changes. Give examples of each. What is a simple element?
2. Define molecule. Give the molecular condition of the three states of matter. Explain combustion.
3. What is analysis? what classes? method? How is White Vitriol prepared?
4. Give physical properties of Cu. Reactions in the wet way. How is Cu. separated from Dyad Lead?
5. Write out the symbolic equations that Zn So_4 gives with the group and special Peagents.
7. You are requested ,to analyze a solution of blue, green and white Vitriol.
8. Name some Organic coloring principles. Explain operation of calico printing with and without mordants.
9. Explain manufacture of soap, and show how it cleanses.
10. Define Acid, Base, Salt, Radicle. Give theory of reactions.

Junior Class in High School.

GEOMETRY.

1. Define Geometry, Demonstration and Axiom, and give use of Axioms.
2. Prove similar triangles are to each other as the squares of their homologous sides.
3. If the plane angles formed by the edges of a trihedral angle are equal, their planes will be equally inclined to each other.
4. Any two rectangular parallelepipeds are to each other as the product of their bases and altitudes.
5. Similar triangular prisms are to each other as the cubes of their homologous sides.
6. Two men bought a conical hay stack 20 feet in diameter at base and 20 feet high, find altitude of remaining half after first man removed his share.
7. The diameters of two circles are respectively equal to 10 and 15, what is the diameter of a circle equal in area to the sum of both.
8. When two pyramids have equal altitudes and their bases in the same plane and are cut by a plane parallel to the base, the sections are proportional to areas of bases.
9. A triangular prism may be divided into three equal triangular pyramids.
10. How much milk will a pan hold that is 18 inches across the top, 16 inches across the bottom and 6 inches high.

